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ABSTRACT

This curriculum guide, developed for use in a FLES (foreign language in elementary school) pilot project, embraces an audiolingual approach to the teaching of Latin while providing a source of materials for the teaching of the culture of ancient Rome. The course is organized around nine major units, subdivided into "Lectiones", each requiring 20 minutes for class presentation. The units include: (1) an introduction to Latin and the Romans; (2) the Roman family; (3) the Roman family at table; (4) how the Roman family dresses; (5) the house of the Roman family; (6) toys, pets, and games of Roman children; (7) education of Roman children; (8) entertainment for the Roman family; and (9) occupations and duties of Roman parents. Specific objectives and activities are detailed in each lesson. The guide is written with a view toward using Sweet's "Artes Latinae," the Encyclopedia Britannica Latin materials, or Oerberg's "Lingua Latina Secundum Naturae Rationem Explicata" in grade 7. (RL)

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HOW THE ROMANS LIVED AND SPOKE

(ROMANI VIVENTES ET DICENTES)

A Humanistic Approach to Latin
for Children in the Fifth Grade

TEACHERS' GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Instructional Services
The SCHOOL DISTRICT OF PHILADELPHIA

1970

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FOREWORD

The pilot project in Latin FLES (Foreign Language in Elementary Schools) which the School District of Philadelphia has initiated is based on the belief that the study of classical languages and cultures can be presented in a meaningful way to all younger children.

The course "How the Romans Lived and Spoke - Romani Viventes et Dicentes" embraces: an audio-lingual approach to the teaching of the Latin language; a study of Latin roots and affixes in order to extend the verbal functioning of the children in English; the comparison and contrasting of a classical civilization with our own.

This Curriculum Guide is designed to help the creative teacher impart a humanistic experience in the study of Latin to boys and girls in the intermediate grades.

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INTRODUCTION

I. THE GENERAL OBJECTIVES OF THIS COURSE

a. To provide opportunity for children to learn Latin and become acquainted with the culture of Ancient Rome in order to understand how our language and culture evolved.

b. To develop in children an understanding and appreciation of the differences between an ancient civilization and a modern civilization.

c. To develop familiarity with the Latin quotations and mottoes which appear in our communications media and in everyday life.

d. To make children aware of the Latin words, phrases, and abbreviations which have been assimilated into English.

e. To expand the English vocabulary of children through a study of Latin roots and affixes.

f. To extend the verbal functioning of children through the development of a linguistic awareness which comes from the contrasting of two languages.

g. To inculcate an interest in the study of the Classics and the Humanities.

h. To develop an appreciation of the relationship between Latin and the Romance languages.

i. To improve the child's self-image by giving him the opportunity to study a subject area with which he might not otherwise identify.

j. To make children aware of the impact of the classical heritage in specific areas such as art, architecture, government, law, medicine, religion, mythology, and literature.

k. To develop an awareness by children of the diversities within a society and an understanding and appreciation of these diversities.

II. THE EDUCATIONAL PHILOSOPHY BEHIND THIS COURSE

There are certain important convictions upon which this course rests.

First of all, it is firmly rooted in the conviction that all children-average, slow, and gifted-can profit from some type of experience with Latin. It squarely rejects the traditional view that foreign languages are for college-bound students only.

Secondly, it is firmly rooted in the conviction that children in the elementary schools are at the ideal age to begin their study of Latin. The advantages that accrue to students beginning the study of modern languages in the elementary schools are equally applicable to Latin. There is research evidence to confirm that younger children learn languages - modern and classical - more naturally and painlessly.

Thirdly, the course is grounded in the belief that imagination and creativity are important to the teaching of Latin at all levels but particularly at the elementary school level. Creative teaching at this level involves total immersion of the children physically as well as intellectually in the subject. Mere "covering" or presentation of material at this level is not sufficient. There must be in the classroom an atmosphere of enjoyment and adventure. The child must hear, speak, see, and do. He must be both physically and mentally involved. The course must be multisensory in the fullest sense of the term.

Fourthly, the course assumes that some acquaintance with the Latin language and the culture associated with it is an essential ingredient in every person's education. Therefore the course endeavors to appeal to a very broad spectrum of the student population covering the entire range of socio-economic conditions.

Fifthly, the course endorses the premise now accepted in the teaching of modern foreign languages that the child must control something aurally and orally before being exposed to it in printed form. The sequence of learning is listening comprehension, speaking, and then reading and writing. The fact that in this course children are not exposed ab initio represents a considerable departure from traditional classical pedagogy. It is hoped that this departure will enable a larger number of children to benefit from the study of Latin and will heighten student interest. Also, it is hoped that a sound aural-oral foundation will ultimately produce a more facile and natural reading ability in the classical language.

III. THE ORGANIZATION OF THE COURSE

The course is divided into Units- each of which has a theme indicated in its title. The Units are in turn divided into Lectiones. Each Lectio is conceived of as a 20 minute segment for an average class. At the beginning of each Unit for the teacher's guidance an overview of the material to be taught in that Unit is given. Each Lectio in this Course Guide consists of a list of Specific Objectives plus suggested Activities.

After a general introduction to Latin and the Romans, the course focuses on the various aspects of the life of a Roman family in the early part of the 1st century A.D. The titles of the Units are as follows:

1. An Introduction to Latin and the Romans
2. Getting to Know the Members of a Roman Family
3. The Roman Family at Table
4. How the Roman Family Dresses
5. The House of the Roman Family
6. The Toys, Pets, and Games of Marcus and Julia
7. The Education of Marcus and Julia
8. Entertainment for the Roman Family
9. The Occupations and Duties of Publius and Cornelia

In general each Unit contains the following elements:

1. Cultural background presented mainly in English
2. Latin utterances connected with the theme of the Unit
3. Latin mottoes and sententiae connected culturally or lexically to the rest of the Unit
4. English derivative work involving Latin lexical items presented in the Unit
5. A Unit Review

The Course Guide has two Appendices. Appendix I contains suggestions for extraunital and enrichment work. Appendix II contains a brief bibliography for teacher reference.

In addition to the Curriculum Guide each teacher will receive an Instructional Kit containing various multisensory media to be used in the course. Specifically the Instructional Kit contains the following materials:

- Historical Reconstructions of Rome (Encyclopaedia Britannica Study Prints)
- Historical Reconstructions of Pompeii (Encyclopaedia Britannica Study Prints)
- Classroom Map of the Roman Empire
- Dictionary Chart Showing the Percentage of English Words Derived from Latin (American Classical League)
- Tapes (locally produced)
    1. Ardet Roma Song
    2. Puer Sedet Song
    3. Toga Vestis Song
    4. Unus, Duo, Tres Song
    5. Equus in Circo Song
    6. Conventus - Playlet in Unit 1
    7. Ubi Est Marcus? - Playlet in Unit 3
    8. Marcus et Mater - Playlet in Unit 9
    9. Cantus Nataliciae
    10. Cantus Nataliciae - Pars Altera
    11. Varia Carmina Latina
- Sound Films

    Claudius Boy of Ancient Rome (Encyclopaedia Britannica Films)

    Life in Ancient Rome-The Family (Coronet Films)

- Bulletin Board Pictures (Informative Eductional Pictures, Walch Co., and other sources)
- Uncaptioned Visual Cues (locally produced)

For Unit 2

1. Marcus
2. Julia
3. Mater
4. Pater

For Unit 3

5. A fish
6. A loaf of Roman bread
7. A wedge of cheese
8. A chalice of wine
9. A dish with olives
10. A dish with asparagus
11. An apple
12. A stream
13. Marcus sitting
14. Marcus reclining
15. Marcus eating
16. Marcus drinking
17. A table
18. A bench
19. A dish
20. A jug
21. Marcus sitting on a bench
22. Wine in a jug
23. Bread on a table
24. Fish on a dish

For Unit 4

25. Marcus wearing a tunic
26. Publius wearing a toga
27. Cornelia wearing a stola

28. A Roman bathhouse-inside view
29. Marcus washing his hands and face
30. Marcus combing his hair
31. Marcus adjusting his tunic

For Unit 5

32. A picture of a Roman country villa
33. An atrium with impluvium and compluvium
34. Apartment buildings
35. A floor mosaic

For Unit 6

36. Marcus and Julia playing
37. A rag doll
38. A small cart
39. A ball
40. A die
41. Marcus throwing a ball
42. Marcus running
43. Marcus walking
44. Marcus jumping
45. A dog
46. A cat
47. A mouse
48. A dove

For Unit 7

49. A wax tablet
50. A scroll
51. A Greek inscription
52. Marcus listening to his teacher
53. Marcus speaking
54. Marcus reading
55. Marcus writing

For Unit 8

56. A chariot pulled by a horse
57. A theater mask
58. A theater
59. A gladiatorial scene
60. A lyre
61. Neptune holding his trident
62. Orpheus carrying a lyre
63. Atlas supporting the sky

For Unit 9

64. A bakery shop on the ground floor of an apartment building
65. A loaf of bread
66. The inside of a Roman bath house
67. Publius carrying bread in his bakery
68. Publius selling some bread to a customer
69. A Roman soldier
70. The Roman Senate

- A Supply of Name Signs for the Children
- A supply of the reader Legite Latine
- Filmstrips on Roman life, on mythology, and on word history (Coronet, Eye Gate, EAV)

IV. INSTRUCTIONAL APPROACHES

Obviously a great deal depends on the enthusiasm, creativity, and energy of the individual teacher. The enthusiastic, creative, and energetic teacher can breathe life into the course.

It should be clear that the creative teacher is free to adapt or change the Activities listed in the Lectiones provided that the changes and adaptations do not violate the educational philosophy behind the course. The teacher should also feel free to modify the Specific Objectives to some extent. For instance, a teacher may prefer to teach other derivatives in addition to those listed. The pace of the course must be determined by the abilities of the children in each class. In general, as has been stated, each Lectio is conceived of as a 20 minute segment for an average class. Some classes, however, may require more than one 20 minute segment in order to complete a given Lectio. Some classes may move faster than one Lectio per class period.

The approach envisioned for the teaching of Latin utterances and structures might be described as aural-oral and partially direct.

As has been stated before, children will control lexical and structural items first aurally and then orally. In this course - in conformity with the guidelines of the Modern Language Association - language is presented as speech. Reading and writing are presented only after the children have acquired aural-oral control of the utterances. The quantity of reading and writing involved in the course is limited. In the teaching of Latin structure there are certain temptations that the traditionally trained teacher must avoid. One temptation is to present the written word simultaneously with the spoken word. Another is to introduce formal treatment of Latin grammar.

The approach to the teaching of Latin utterances may be termed partially direct insofar as it utilizes the principle of contextual intelligibility but sometimes resorts to telling the children what a particular Latin utterance means in English. The teacher should endeavor to communicate as much meaning as possible through the use of gestures and pictures.

In the teaching of the cultural material in English the teacher should try to elicit as much information as possible from the children. The effective use of visuals is also important here. When the teacher does speak to the class it should be in a lively and enthusiastic fashion. The teacher must avoid lecturing to the class in a manner perhaps suited to high school or college students.

The teaching of English derivatives is a very important part of the course and in no case should be regarded as the frosting on a cake - particularly in view of the English verbal poverty of the boys and girls in economically depressed areas. The work on derivatives must be approached with a sense of adventure and fun on the part of the teacher. Again, the teacher must strive to elicit information from the children wherever possible. Where possible, Latin should be used to shed light on English usage and to help correct commonly made errors in English.

V. ARTICULATION

It is hoped that the exploratory Latin courses in grades 5 and 6 will be so exciting and interesting to the boys and girls that they will be eager to continue with Latin in grade 7.

A course guide is being prepared for Latin at the 6th grade level. The objectives, basic philosophy, and instructional approaches for the 6th grade course will in general be the same as for the 5th grade course, though of course the child's knowledge of Latin structure, the cultural background, and English derivative work will be deepened. Tentatively, it is expected that the 6th grade course will focus on classical mythology.

This Curriculum Guide for the 5th grade course was written with a view towards using Artes Latinae, the Encyclopaedia Britannica Latin instructional system, or Hans Oerberg's Lingua Latina secundum Naturae Rationem Explicata in grade 7. The aural-oral partially direct method, the use of sententiae, the horizontal treatment of case markers, the structural analysis, and the multisensory media point in the direction of Artes Latinae or Oerberg. However, it is possible that other materials might be used in grade 7.

The teacher in the 5th grade should not be concerned with "covering" a certain amount of material in preparation for the 6th grade course. In the 6th grade course there will be ample opportunity for review and reentry-particularly in regard to Latin structure taught. The

teacher in the 5th grade should concentrate on the thorough mastery of as much material as the capabilities of his children allow and, more importantly, on the acquisition by the children of positive attitudes towards Classical Studies and the Humanities. A teacher who gets boys and girls excited, eager, and enthusiastic about their Latin (or, in the vernacular, "turns the kids on") is a successful teacher.

Obviously an important aspect of articulation is the matter of Latin pronunciation. In the Philadelphia public schools the so-called classical pronunciation is employed, though for particular purposes the Italian pronunciation is also in use. In the elementary schools to avoid confusion the classical pronunciation should always be employed - the one exception being for the Christmas songs recorded on tape. In using the classical pronunciation teachers should strive for accuracy combined with naturalness and should regard good pronunciation of Latin by the boys and girls as a matter of importance. Special care should be taken to trill the letter r and to sound fully double consonants.

UNIT 1

AN INTRODUCTION TO LATIN AND THE ROMANS

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. An awareness of where Rome is, who used Latin, and when
2. An awareness of why Latin is important to modern American children.
3. Latin greetings for the beginning and ending of class.
4. A Latin utterance containing the name of each child.
5. A brief Latin song.
6. The Latin mottoes of our nation and our city.

LECTIO I

Specific Objectives

1. To teach the following Latin utterances:

> Salvete, discipuli!
> Salve!
> Ubi est Roma?
> Roma est in Italia.

2. To teach where Rome is, who used Latin, and when.

Activities

1. Walk up to a child, shake his hand, and say Salve! Then pretend to be the child and answer for him Salve! Keep doing this until the child can respond for himself.

2. Repeat the above process with many youngsters until it is obvious that most of the children can pronounce Salve! and understand that it is a greeting.

3. Start addressing the greeting Salvete, discipuli! to the class as a whole. Supply the response Salve! and indicate with gestures that you want the whole class to say Salve! Practice Salvete, discipuli! and the response Salve! 5 or 6 times. Avoid using English at this point if possible. The children should not see the words in print or on the chalkboard at this point. The approach is strictly aural-oral.

4. Show the children the map of the Roman Empire from the Instructional Kit. Ask Ubi est Roma? Respond to your own question while pointing to Rome and Italy on the map with Roma est in Italia. Repeat this process several times. Then address the question to the class and elicit an answer. Do this several times. The teacher may also wish to teach Ubi est Italia? and the response Italia est in Europa.

5. Address the question to individual children and elicit the answer. When a child is unable to supply the answer supply the answer yourself or have another child supply it. Be sure that the child who was unable to give the answer repeats it when it has been supplied.

6. Explain to the children that they have just been speaking a language called Latin. Ask if anyone knows who used Latin originally and when. If no one knows, tell them that the Ancient Romans used it and their civilization was at its peak about 2000 years ago. Tell the children that in this course they will enter a kind of "time tunnel" that will take them back 2000 years to Italy, the native country of the Ancient Romans. The "time tunnel" trip will allow them to study the language and everyday life of these Romans. You might pretend to sit in a "time machine", have the children fasten their safety belts, countdown, blast off, and arrive in the days of the Romans 2000 years ago.

7. Ask again who used Latin originally and when.

8. Tell the children that they will now review the Latin expressions they have just learned. Say Salvete, discipuli! and elicit the response Salve!. Practice this a few times. Tell the children that the next class will start with this greeting. Tell them that they might want to practice saying Salve! to each other. Using the map ask Ubi est Roma? and elicit the answer several times. You may wish to end class by telling the children that you will say "goodbye" in Latin just once and see how many will remember the word tomorrow. Say Vale! once loudly and clearly.

LECTIO II

Specific Objectives

1. To review the following Latin utterances:

   Salvete, discipuli!
   Salve!
   Ubi est Roma?
   Roma est in Italia.

2. To review who used Latin and when.
3. To make the children aware of why Latin is important to them.

Activities

1. Start class with Salvete, discipuli! Elicit the response Salve! Repeat the exchange several times.
2. Walk up to a child and shake his hand and say Salve! Encourage him to respond with Salve! Ask the children to stand up and shake hands with their neighbors while using the greeting Salve!
3. Show the children the map of the Roman Empire. Ask Ubi est Roma? Have a child come to the map to point to Rome and Italy as he gives the answer Roma est in Italia.
4. Ask the children who used Latin originally and when.
5. Write WHY LATIN? on the chalkboard in large letters. Then write Roman numerals I, II, and III on the board. Tell the children that they are going to learn the three main reasons why they study Latin. Ask how many children have ever heard of BLACK POWER. Ask the same question about WHITE POWER and FLOWER POWER. Tell them that Latin gives them a power which is greater in many ways than all three put together, viz., WORD POWER. Say WORD POWER in a loud voice and have the children repeat it. Tell them that Latin words are like sticks of dynamite. Every time you learn one Latin word it explodes into many English words. Breaking up some chalk into small pieces and letting the chalk scatter when you say the work "explodes" is an effective dramatic device at this point. If time permits you may wish to teach that unus is the Latin word for "one" and ask the children to list as many English words as they can from unus, e.g., unit, unify, unification, unit, unilateral, unicorn, unique, unicameral, unison, university. Write WORD POWER beside Roman numeral I under the heading WHY LATIN?

6. Draw the following language tree on another part of the chalkboard:

Explain that Latin is at the root of this beautiful language tree. Latin is the basis of many languages. Have the children echo the names of the languages that come from Latin. You may wish to explain the term Romance language. Under the heading WHY LATIN? beside Roman numeral II write "Latin is the root of many languages."

7. Call a child to the front of the room. Ask him his name. Convert it into Latin. Then assume the child's name in the following vignette: Here is Jacobus (the child) who arrived at school early Monday morning. As he walks very nonchalantly across the front of the room he fails to see a chair and bangs his leg on it muttering under his breath (in Latin, of course). On Tuesday morning the same thing happens. Now ask the child what he would do on Wednesday after making the same mistake two days in a row. When he explains that he would move the chair (or something equivalent) tell the class that this illustrates how Jacobus is learning from his past mistakes. Latin helps us to learn from the mistakes-the bad things of the past-and also teaches us about the good things of the past. Beside Roman numeral III under WHY LATIN? write PAST - GOOD AND BAD. If time permits show some of the Britannica Study Prints from the series Historical Reconstructions of Rome from the Instructional Kit. Emphasize the reconstructed monuments as good things from the past. Bring out that great ideas inspired men's minds to build such magnificent things. Before you turn the overleaf to shown the ruins mention that there are many sad reasons why beauty fell so far. Tell them that not only do we learn a lot from the past, but also it's interesting and exciting to study about the past, i.e., about the Roman people who lived a long time ago in another part of the world and who were very different from us. A time tunnel trip is fun.

8. Have the children repeat the three reasons for studying Latin as they appear on the chalkboard. If time allows have children explain each reason in their own words.

LECTIO III

Specific Objectives

1. To review the following utterances:

> Salvete, discipuli!
> Salve!

2. To introduce the following Latin song to the children:

> Ardet Roma! Ardet Roma! Aquam infunde! Aquam infunde!
> Flammae! Flammae! Flammae! Flammae! Flammae! Flammae!
> Ding, dong, ding, ding, dong, ding!

3. To make the children familiar with the following introduction to the singing of this song:

Cantemus carmen "Ardet Roma".

4. To teach the following Latin utterances:

Valete, discipuli! Vale!

Activities

1. Begin class with the usual greetings. From this point on, each lesson should begin with this exchange.
2. Play Tape #1 or sing "Ardet Roma" to the tune of "Frere Jacques" for the children. The tape includes the English version of the song. If the tape is not used the teacher should sing the English version at least once as follows: "Rome is burning! Rome is burning! Pour on the water! Pour on the water! Fire! Fire! Fire! Fire! Fire! Fire! Ding, dong, ding, ding, dong, ding" "
3. Have the children sing along in Latin line by line. Do not write the words on the chalkboard. The approach is aural-oral.
4. After the children have acquired reasonable facility with the song it might be tried as a round. The class might be divided into 3 groups for round singing.
5. Tell the class that in the future when you want them to sing "Ardet Roma" you will say to them Cantemus carmen "Ardet Roma". Try the song with this introduction several times.
6. Tell the class that they will now learn to say "goodbye" in Latin. Have them echo Vale! several times. Then say Valete, discipuli! and have them answer Vale! Repeat this exchange several times.

LECTIO IV

Specific Objectives

1. To review the song "Ardet Roma" and its introduction.
2. To teach some of the children their Latin names in the utterance Nomen meum est.
3. To teach children to reply to the question Quid est nomen tuum?
4. To review the following farewell exchange:

Valete, discipuli! Vale!

Activities

1. Say to the class Cantemus carmen "Ardet Roma" and immediately begin singing while indicating with gestures that the class is to join in.

2. Tell the children that they will hear the question "What is your name?" in Latin and learn how to answer it. Walk up to a child and say Quid est nomen tuum? Then pretend to be the child and answer for him thus: Nomen meum est _____. Fill in the blank, of course, with the appropriate name, taken perhaps from the List of Latin Names at the end of this Lectio. Ask the question again of the same child and provide the answer if he cannot give it. Keep asking the question until the child is able to answer it.

3. Repeat the above process until about 8 children have been given their Latin names.

4. Sing "Ardet Roma" again if time allows.

5. Close class with Valete, discipuli!/Vale! Repeat this exchange several times. From this point on each class should end with the exchange.

The List of Latin Names

N.B. In this list each common English name is followed by its classical or medieval Latin equivalent.

Abraham - Abraham
Albert - Albertus
Alfred - Alfredus
Alma - Alma
Amy - Amabilis
Amanda - Amanda
Ann - Anna
Anthony - Antonius
Arthur - Arthurus
Ambrose - Ambrosius
Augusta - Augusta
Augustine - Augustinus
Agatha - Agatha
Anastasia - Anastasia
Agnes - Agnes
Annette - Annetta
Bartholomew - Bartholomaeus
Basil - Basilius
Barbara - Barbara
Belle - Bella
Bernard - Bernardus
Benjamin - Benjamin
Beatrice - Beata
Barnabas - Barnaba
Carol - Carola
Cecilia - Caecilia
Calvin - Calvinus
Catherine - Catharina
Claude - Claudius
Charles - Carolus
Clare - Clara
Cornelia - Cornelia
Clement - Clemens
Clementine - Clementina
Daniel - Daniel
Eleanor - Eleanor
Emil - Aemilia
Emily - Aemilia
Emy - Aemilia
Eve - Eva
Evelin - Evelina
Edmund - Edmundus
Edward - Eduardus
Ellen - Helena
Edith - Edith
Francis - Franciscus
Frances - Francisca
Frederick - Fredericus
Florence - Florentia
Felicia - Felicia
Felix - Felix
Flora - Flora
Fabian - Fabianus
Gabriel - Gabriel
George - Georgius
Georgine - Georgina
Gloria - Gloria
Grace - Gratia
Gregory - Gregorius
Henry - Henricus
Helen - Helena
Horace - Horatius
Jerome - Hieronymus
James - Jacobus
Joan - Joanna
Joanne - Joanna
Jane - Jana
Janice - Janica
John - Joannes
Joseph - Josephus
Julius - Julius
Julia - Julia
Jay - Gajus
Lawrence - Laurentius
Louis - Ludovicus
Lewis - Ludovicus
Leo, Leon - Leo
Lilian - Lilianna
Lucy - Lucia
Laura - Laura
Luke - Luca
Matthew - Mattheus
Margaret - Margarita
Mark - Marcus
Mary - Maria
Mabel - Amabilis
Max - Maximus
Martin - Martinus
Myron - Myron
Michael - Michael
Nona - Nona
Nancy - Annunciata
Nicolas - Nicolaüs

Otto - Otto
Patrick - Patricius
Paul - Paulus
Peter - Petrus
Philip - Philippus
Patricia - Patricia
Ralph - Radulphus
Richard - Ricardus
Robert - Robertus
Rudolph - Rudolphus
Raphael - Raphaël
Stephen - Stephanus
Sylvester - Silvester
Sandra - Cassandra
Stella - Stella
Thomas - Thoma
Timothy - Timotheus
Titus - Titus
Ursula - Ursula
Vincent - Vicentius
Victor - Victor
Vera - Vera
Victoria - Victoria
Velda - Velda
Vivian - Vivianna
Walter - Gualterus
William - Gulielmus
Zelda - Zelda

First names without ready Latin equivalents may be Latinized by the addition of Latin endings such as -us or -a or simply by giving a Latin pronunciation to the English name and treating it as an indeclinable noun. Sometimes an exotic English first name may be translated into Latin. For instance, a girl may have the first name Wailing - which in Chinese means "age of wisdom"; this name might be rendered in Latin Aevum Sapientiae. Another possibility for dealing with exotic English first names is to assign arbitrarily an ancient Roman name no longer in common use, e.g., Publius, Sextus, Calpurnia.

If the children ask about their last names they might simply be told to give these a Latin pronunciation. Latinization according to the above principles is another possibility.

You might also tell the children at this point that later on they will be given a desk sign with their Latin name on it. A supply of these desk signs is in the Instructional Kit. Each one has printed on it Nomen meum est _____. The teacher at this point might want to begin filling in these desk signs in order to get familiar with the names of the children but in no case should the desk signs be distributed now. Where a separate vocative form exists this should be printed in the lower left hand corner of the desk sign.

Where a separate vocative form exists it should be taught informally and by usage.

LECTIO V

Specific Objectives

1. To teach more of the children their Latin names in the utterance Nomen meum est _____ as a replay to the question Quid est nomen tuum?
2. To review the song "Ardet Roma" and its Latin introduction.

Activities

1. Walk up to a child and ask Quid est nomen tuum? Then pretend to answer for him Nomen meum est _____. Keep asking the question and providing the answer until the child can provide the answer himself. Give about 8 children their names in this fashion.

2. Sing "Ardet Roma" with the usual introduction, viz., Cantemus carmen "Ardet Roma". From this point "Ardet Roma" should be used whenever there is a need for a change of pace in a given Lectio. In order to assure complete mastery the song should be used almost daily for the next two weeks.

3. Repeat Activity #1 with about 8 more children.

LECTIO VI

Specific Objectives

1. To finish teaching the children their Latin names in the utterance Nomen meum est _____ as a reply to the question Quid est nomen tuum?

2. To review who used Latin and when.

3. To review the reasons for studying Latin.

Activities

1. Follow the usual procedure in giving the remaining children their Latin names. (See Lectio V, Activity #1)

2. Ask the children if they remember who used Latin originally and when.

3. Ask the children if they remember why Latin is important to modern American boys and girls. Some or all of the following questions might be asked:

   a. Will you understand the present better if you know about the past?

   b. Will your knowledge of English improve through your study of Latin?

   c. Do Latin phrases and mottoes occur on coins, in books and magazines, etc.?

   d. Is Latin the source of Spanish and French?

   e. Is it interesting to learn about people who are different from us?

4. Address the question Quid est nomen tuum? to as many children as time allows in rapid-fire fashion. Supply answers where necessary and have the children repeat the answer.

LECTIO VII

Specific Objectives

1. To familiarize the children aurally and orally with the following Latin mottoes and some background on them:

   E pluribus unum.
   Philadelphia maneto.

2. To review the Latin names of the children in the usual Latin utterance and in response to the usual Latin question.

Activities

1. Ask what a motto is. When you have elicited a quasi-definition, ask for examples of mottoes from TV ads; e.g., Coke, Ford, Salem, GM, Pan Am, etc. Finish with your definition: "Motto means words to live by".

2. Tell the children that Latin mottoes are sometimes found on money, on official seals used on official documents, in inscriptions on buildings, on cigarette packages, and elsewhere. Tell them that they are going to learn to say some of these mottoes and to learn what they mean. Later they will learn to read the mottoes.

3. Tell them that the first motto they will learn is the motto of the United States. It appears on all our coins and paper money as well as on official documents issued by the federal government. It has been used since colonial times. The motto is E pluribus unum. Tell them that this means in English, "One from many".

4. Ask why E pluribus unum - "One from many" - is an appropriate motto for the United States. You are looking of course for the following reasons:

   a. The U. S. is one nation consisting of many different states.

   b. The U. S. is one nation made up of many different racial, ethnic, and religious groups.

5. Tell the children that the founding fathers of our nation - men like George Washington, Benjamin Franklin, and Thomas Jefferson - knew Latin well and knew a great deal about Ancient Rome. In fact, our federal government is largely patterned on that of the Roman Republic. It was very natural that a Latin phrase should be picked as the national motto.

6. Tell them that in learning mottoes the teacher will say the English and the class, the Latin; or the teacher may say the Latin and the class simply repeat it. Have the children echo E pluribus unum several times. Then say, "One from many" and have the children respond E pluribus unum. Do this several times. Then have individual students echo E pluribus unum.

7. Explain to the class that sometimes this motto is pronounced as though it were English. If they hear someone using a different pronunciation from the one used in class that different pronunciation is not necessarily wrong.

8. Tell the children that the city of Philadelphia also has a Latin motto. This motto is used at the top of tax bills, sewer bills, parking tickets, police cars, and official city stationery. It also appears on the seal of the city. Tell them that the motto is Philadelphia maneto and that this means in English "May Philadelphia long endure. Paraphrase the English meaning to be sure the children understand it. In pronouncing the motto in Latin be sure that you give the character ph the sound of p+h. In classical Latin it does not have the sound of the English letter f.

9. Have the children echo Philadelphia maneto several times chorally and individually. Then say "May Philadelphia long endure" and have them respond Philadelphia maneto first in chorus and then individually. Do this several times. Invite the children to speak to any policemen they see to point out Philadelphia maneto and its meaning on their badges and cars.

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10. Close class with a rapid-fire review of the children's Latin names by asking the question Quid est nomen tuum? repeatedly and eliciting the answer Nomen meum est _____. If the child has forgotten his Latin name the teacher should supply it and then have the child echo it.

LECTIO VIII

Specific Objectives

1. To review the mottoes E pluribus unum and Philadelphia maneto and the background connected with them.
2. To review the Latin names of the children in the usual Latin utterance and in response to the usual Latin question.

Activities

1. Have the children echo E pluribus unum several times. Ask them what it means in English. Have the children say E pluribus unum as a response to the English "One from many" several times.
2. Ask where E pluribus unum occurs and why it is appropriate as a national motto. See Lectio VII under Activities.
3. Have the children echo Philadelphia maneto several times. Ask what this means. Have the children say Philadelphia maneto as a response to the English "May Philadelphia long endure".
4. Ask where Philadelphia maneto occurs. See Lectio VII for details.
5. Pose the question Quid est nomen tuum? and elicit the answer Nomen meum est _____. If a child has forgotten his name supply it but be sure to have the child echo it. Pose the question to about 8 different children.
6. Have individual children echo the two Latin mottoes and supply the Latin when you give the English.

LECTIO IX

Specific Objectives

To review the following Latin utterances and the response to each as indicated:

Salve!	Salve!
Quid est nomen tuum?	Nomen meum est_____.
Ubi est Roma?	Roma est in Italia.
Vale!	Vale!
Cantemus carmen "Ardet Roma".	Ardet Roma! Ardet Roma! Aquam infunde! Aquam infunde! Flammae! Flammae! Flammae! Flammae! Flammae! Flammae! Ding, dong, ding, ding, dong, ding!

Activities

1. Tell the children that they are going to learn to stage a playlet that might be called "A Meeting" (Conventus). The playlet is about two people who meet for the first time, say "hello" to each other, and ask for each other's name. Then one person asks where Rome is. Then they say "goodbye".

2. Appoint two actors who will come to the front of the room. The teacher says the lines for each actor and has the actor repeat. The dialogue is divided in the following manner:

Actor A: Salve!
Actor B: Salve!
Actor A: Quid est nomen tuum?
Actor B: Nomen meum est_____. Quid est nomen tuum?
Actor A: Nomen meum est_____. Ubi est Roma?
Actor B: Roma est in Italia.
Actor A: Vale!
Actor B: Vale!

Emphasize to the children the importance of putting expression into what they say. Ask the same actors to go through the play again. Prompt them where necessary.

3. Appoint 2 new actors. Give as many children as possible the opportunity to be actors.

4. Punctuate scenes with class singing of "Ardet Roma".

LECTIO X

Specific Objectives

The Specific Objectives are the same as for Lectio IX.

Activities

1. Begin class with the song "Ardet Roma".

2. Appoint new actors to role play the playlet "Conventus". See Lectio IX for the dialogue and details of the playlet. Give as many children as possible a chance to participate in the playlet. When prompting is necessary invite the children in the audience to do the prompting.

3. Let the children listen to the playlet on Tape #6.

LECTIO XI (Unit Review)

Specific Objectives

To review all the Latin utterances presented in this Unit and the responses to each as indicated:

Salvete, discipuli!	Salve!
Salve!	Salve!
Ubi est Roma?	Roma est in Italia.
Quid est nomen tuum?	Nomen meum est_____.
Cantemus carmen "Ardet Roma".	Ardet Roma! Ardet Roma! Aquam infunde! Aquam infunde! Flammae! Flammae! Flammae! Flammae! Flammae! Flammae! Ding, dong, ding, ding, dong, ding!
E pluribus unum.	E pluribus unum.
Philadelphia maneto.	Philadelphia maneto.
Valete, discipuli!	Vale!
Vale!	Vale!

Activities

1. Tell the children that they are going to review all the Latin they have learned by playing a game called "Right Reply". Ask the class to stand up and divide it into two teams of equal number. If there is an odd child tell him that he must serve on both teams. For convenience one team should be on one side of the room and the other, on the other side, Tell the children that the idea is to give a correct and sensible reply to whatever the gamemaster says. In this first experience the gamemaster is the teacher. For example, the gamemaster says Ubi est Roma? The first child in one team should reply Roma est in Italia. In the case of a Latin motto the child need only echo it correctly. Whenever a child misses or garbles an answer he must say it correctly after the gamemaster and then sit down. The gamemaster calls on one child from one team and then one child from the other until all have been called upon in turn. The team with the most children standing after one, two, or three rounds is the winner. To vary the pace the gamemaster may sometimes address something to the whole team like Salvete, discipuli! or Cantemus carmen "Ardet Roma".

2. New teams may be appointed as desired. Also, the class may be divided into more than two teams.

LECTIO XII (Unit Review)

Specific Objectives

1. To review where Rome is, who used Latin originally, and when.
2. To review why Latin is important to modern American children.
3. To review the Latin utterances listed in the Specific Objectives of Lectio XI.

Activities

1. Ask the children the following questions:
   a. Why is Latin important to modern American boys and girls?
   b. Who used Latin as an everyday spoken language and when?
2. Ask for the meanings of E pluribus unum and Philadelphia maneto. Ask where these mottoes occur.
3. Divide the class into teams for a game of "Right Reply". See Lectio XI for directions.

UNIT 2

GETTING TO KNOW THE MEMBERS OF A ROMAN FAMILY

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on the relationship that existed among the various members of a Roman Family and on the Roman Family in general.
2. Latin utterances which name the members of a typical Roman Family.
3. Latin utterances which describe the members of a typical Roman Family.
4. Latin mottoes involving vocabulary learned in this Unit.
5. English derivatives connected with the new Latin lexical items presented in this Unit.

LECTIO XIII

Specific Objectives

1. To introduce the following structures:

Marcus est.
Quis est?
Marcus est.
Marcus est puer.
Quis est Marcus?
Marcus est puer.
Julia est.
Quis est?
Julia est.
Julia est puella.
Quis est Julia?
Julia est puella.

2. To introduce two members of a typical Roman Family (a boy and a girl) to the children.

Activities

1. Tell the children that in this Unit they're going to get to meet the members of a typical ancient Roman Family. Today they will be introduced to Marcus and Julia, a Roman boy and girl who lived almost 2000 years ago.
2. Show the children a picture or slide of a Roman boy. Point to the boy and say Marcus est.
3. Ask the question Quis est? while pointing to the picture. Pretend to be one of the students and answer the question Marcus est.
4. Ask the question Quis est? again and elicit the answer Marcus est several times.
5. Point to the picture again and say Marcus est puer. Go around the room saying "Puer" each time touching a boy on the head. Then ask anyone in the class who is a puer to raise his hand. Then ask the question Quis est Marcus? Pretend to be a child and give the answer Marcus est puer. Ask the question again and elicit the answer several times.
6. Point to a picture of a Roman girl and say Julia est.
7. Ask the question Quis est? while pointing to the picture. Pretend to be a child and give the answer Julia est.
8. Ask the question Quis est? several times and elicit the answer Julia est.
9. Point to the picture again and say Julia est puella. Follow a similar procedure to #5 above. Pretend to be a child and give the answer Julia est puella. Ask the question again and elicit the answer several times.
10. Using the pictures ask the following questions for review:

Quis est? (while pointing to the picture of a boy)
Quis est? (while pointing to the picture of a girl)
Quis est Marcus?
Quis est Julia?

LECTIO XIV

Specific Objectives

1. To introduce the following structures:

Cornelia est.
Quis est?
Cornelia est.
Cornelia est mater.
Quis est Cornelia?
Cornelia est mater.
Publius est.
Quis est?
Publius est.
Publius est pater.
Quis est Publius?
Publius est pater.

2. To introduce two more members of a typical Roman Family (the mother and the father) to the children.

Activities

1. Tell the children that they are going to be introduced to the mother and father of Marcus and Julia.
2. Show the children a picture or slide of a Roman matron. Point to her and say Cornelia est. Tell them that Cornelia est means "This is Cornelia."
3. Ask the question Quis est? while pointing to the picture. Pretend to be one of the students and answer the question Cornelia est.
4. Ask the question Quis est? again and elicit the answer Cornelia est several times.
5. Point to the picture again and say Cornelia est mater. Ask for a show of hands of those who have a mater at home preparing lunch. Then ask the question Quis est Cornelia? Pretend to be a child and give the answer Cornelia est mater. Ask the question several times and elicit the answer several times.
6. Point to a picture or slide of a Roman gentleman and say Pater est.
7. Ask the question Quis est? while pointing to the picture. Pretend to be a child and give the answer Publius est. Tell them that Publius est means "This is Publius."
8. Ask the question Quis est? several times and elicit the answer Publius est several times.
9. Point to the picture again and say Publius est pater. Ask who has a pater who left for work this morning. Then ask the question Quis est Publius? Pretend to be a child and give the answer Publius est pater. Ask the question several times and elicit the answer several times. Invite the children to use these words at home today, saying salve, pater or salve, mater to their parents.

10. Using the pictures ask the following questions for review:

> Quis est? (while pointing to the picture of the mother)
> Quis est? (while pointing to the picture of the father)
> Quis est Cornelia?
> Quis est Publius?

LECTIO XV

Specific Objectives

1. To introduce the children aurally and orally to the following English derivatives connected with Latin words already presented: ma, maternal, disciple, pa, paternal, salve, discipline.
2. To remind the children of the fact that a large percentage of English words came from Latin.

Activities

1. Show the children the Dictionary Chart again if possible. Ask if anyone can explain it. Tell the children that most of the words in English come from Latin and that knowing Latin will build up their English vocabulary.
2. Ask if anyone knows what the Latin word mater means. If not, show the picture or slide of the mater and supply the answer "mother", if necessary. Ask if anyone can think of an English word coming from mater. If not, mention the English word "ma."
3. Ask if anyone knows what the word "maternal" means. If not tell them that it means "motherly". Avoid writing either the Latin root or the English word on the chalkboard. The approach at this point is aural-oral. Ask the children if they know what maternal love is.
4. Ask if the children know the meanings of the following English words: paternal, disciple, discipline, salve. If not, explain the words in the following terms but avoid writing anything on the chalkboard:

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ma	mater "mother"	mother
maternal	mater "mother	motherly
pa	pater "father"	father
paternal	pater "father"	fatherly
disciple	discipuli "students"	student
discipline	discipuli "students"	to train in good behavior; training
salve	salve "hello"	soothing ointment or rub-on medicine

After each explanation have the children echo the English word several times.

5. Ask the following questions:

   a. What is a disciple?

   b. What is paternal love?

   c. What is maternal love?

   d. What would salve be used for?

   e. What would a teacher be doing if she disciplined her class?

6. If time allows, the teacher may want to add to the list of wards coming from mater and pater. The following words might be explained eliciting information where possible from the children: matriculate, matricide, matrimony, matrix, paternity, patricide, patrimony, patriarch.

LECTIO XVI

Specific Objectives

To review the following derivatives and their etymologies: maternal, ma, paternal, pa, disciple, discipline, salve.

Activities

1. Tell the children that they are going to review the derivatives learned yesterday through a game called "Derivative Echo."

2. Tell them that in this game each row constitutes a team. Have the entire class stand up. The teacher says a derivative and everybody in a particular row echoes the derivative individually - one person right after another. Then the teacher says the Latin root and the same row echoes the root individually - one person right after another. Then the teacher asks the first or last child in the row what the derivative means. If he makes a mistake the child beside him in the next row is called on to give the answer. If the child in the next row makes a mistake or does not know the answer the teacher should supply the answer and have both children repeat it. Whenever a child gives a correct answer he remains standing. Then the same procedure is followed for all the rows. Rows with the most standees at the end of a certain number of rounds are the winners.

LECTIO XVII

Specific Objectives

The Specific Objectives are the same as for Lectio XVI.

Activities

1. Have the children echo each derivative word as listed in Lectio XVI chorally and individually. Ask for the Latin root of each.

2. Spend the remainder of the period playing "Derivative Echo" as indicated in Lectio XVI.

LECTIO XVIII

Specific Objective

To describe for the children briefly the relationship among the various members of the Roman Family.

Activities

1. Tell the children that Marcus and Julia were reared very strictly by their parents. The father's authority was very great and he even had the power of life and death over his children. Only the father could own or exchange property. Even when Marcus would grow up and marry he would still be under his father's control. When Julia would grow up and marry she would become a part of her husband's family and would be outside of her own father's control. Hold up a picture of pater as you say this.

2. Hold up a picture of the mater. Tell the children that the other members of the family held the mater in high esteem. On the mother's birthday there would be a very elaborate family celebration complete with gifts and parties. The mater would advise her husband in business affairs as well as manage his house. She herself did no housework but rather supervised the family servants. She also looked after the education of her daughter Julia. The Romans had a holiday every March 1 in honor of mothers and this was a big family celebration. The holiday, called the Matronalia, was similar to our Mother's Day.

3. Hold up a picture of Marcus. Tell the children that Marcus' parents and not the government made him go to school. He got more holidays than a modern American child and in his spare time he was expected to help his father. As a reward for good behavior in and out of school Marcus would receive various toys from his father including carts, balls, stilts, hoops, wagons, hobby horses, and dice.

4. Hold up a picture of Julia. Tell the children that Julia did not go to school. Her mother taught her at home how to sew, cook, and supervise housework. Sometimes her mother would give her lessons in speaking Latin correctly. She would also learn from her mother how to make dolls out of rags, clay, and wax.

5. Ask the following questions to recapitulate:

   a. Were Roman parents as strict with their children as modern parents?

   b. Did the mother of Marcus and Julia enjoy high esteem and respect from her family?

   c. What were some of the ways in which this esteem was shown?

   d. Do modern children show the same kind of esteem?

   e. Who made Marcus go to school?

   f. Who makes modern children go to school?

   g. What did Marcus do in his spare time?

   h. What did Julia's mother teach her?

LECTIO XIX

Specific Objectives

1. To review the following Latin mottoes:

E pluribus unum.
Philadelphia maneto.

2. To familiarize the children aurally and orally with the following Latin mottoes:

Repetitio est mater studiorum.
Alma mater floreat!

Activities

1. Have the children echo E pluribus unum and Philadelphia maneto. Hve them give the Latin as a response to the English of each of these.
2. Tell them that today they are going to learn two new mottoes - both of which involve recently learned Latin words. Tell them that the first motto is a proverb that goes back to the days of Julia and Marcus. The motto is Repetitio est mater studiorum and it means in English "Repetition is the mother of learning."
3. Ask if anyone can explain the motto. Ask why repetition is called the mother of learning. Supply the answer if necessary. Stress that repetition can help them in everything they study.
4. Have the children echo Repetitio est mater studiorum chorally and individually. Then say "Repetition is the mother of learning" and have the children respond Repetitio est mater studiorum. Do this several times.
5. Tell them that the next motto is taken from a song wirtten in the 13th c. A.D. The motto is Alma mater floreat! and it means "Long live the school our bounteous mother." Explain that the phrase alma mater means "bounteous mother" literally, but it is applied in both Latin and English to a person's school or college.
6. Ask a child what is his alma mater. Ask if a person graduated from Temple University could call it his alma mater.
7. Have the children echo Alma mater floreat! several times individually and chorally. Then say "Long live the school our bounteous mother" and have the children respond Alma mater floreat!
8. Have the children echo all four mottoes:

E pluribus unum.
Philadelphia maneto.
Repetitio est mater studiorum.
Alma mater floreat!

LECTIO XX

Specific Objectives

To review the following Latin mottoes:

E pluribus unum.
Philadelphia maneto.
Repetitio est mater studiorum.
Alma mater floreat!

Activities

1. Tell the children that they are now going to play a game called "Motto Matching." The whole class stands for this game and is divided into two teams. One child says a motto in Latin or English to the first child in the opposing team. If the motto is given in Latin the child in the opposing team must supply the English. If the motto is given in English, the child in the opposing team must supply the Latin. If a child cannot respond or makes an error the teacher gives the answer correctly and has the child repeat it. The child must then sit down. The team with the most children standing after a complete round or two wins.
2. Ask the children where E pluribus unum or Philadelphia maneto is used. Ask for explanations of the deeper meanings of E pluribus unum. Ask why Repetitio est mater studiorum is a good motto for children in school.
3. Play the "Motto Matching Game" for the rest of the period if the children appear to like it.

LECTIO XXI (Unit Review)

Specific Objectives

1. To review the following structures presented in this Unit:

Quis est?	Marcus est. Julia est. Cornelia est. Publius est.
Quis est Marcus?	Marcus est puer.
Quis est Julia?	Julia est puella.
Quis est Cornelia?	Cornelia est mater.
Quis est Publius?	Publius est pater.
Repetitio est mater studiorum.	Repetitio est mater studiorum.
Alma mater floreat!	Alma mater floreat!

2. To review the Latin structures presented in the previous Unit:

Salvete, discipuli!	Salve!
Salve!	Salve!
Ubi est Roma?	Roma est in Italia.
Quid est nomen tuum?	Nomen meum est_____.
Cantemus carmen "Ardet Roma."	Ardet Roma! Ardet Roma! Aquam infunde! Aquam infunde! Flammae! Flammae! Flammae! Flammae! Flammae! Ding, Dong, ding! Ding, dong, ding!
E pluribus unum.	E pluribus unum.
Philadelphia maneto	Philadelphia maneto.
Valete, discipuli!	Vale!
Vale!	Vale!

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for the directions to this game. This time the gamemaster will use Latin utterances found in both Units 1 and 2 as indicated in the Specific Objectives of this Lectio. Pictures of the Roman family must be used in asking the question Quis est?

LECTIO XXII (Unit Review)

Specific Objectives

1. To review the relationship among the various members of the Roman Family as presented in this Unit.
2. To review the Latin utterances listed in the Specific Objectives of Lectio XXI.

Activities

1. Tell the children that they are going to review some of the things they have learned about the Roman family. Ask the following questions:
   a. Were Roman parents easy on their children?
      Did the children do as they pleased when they pleased?
   b. Who made Marcus go to school, his father or the government?
   c. How did the members of the family show their affection for Cornelia?
   d. Who trained Julia to sew, cook, and supervise housework?
   e. What rewards did Marcus sometimes get for good behavior from his father?
2. Play "Right Reply," using the Latin utterances found in the Specific Objectives of Lectio XXI.

UNIT 3

THE ROMAN FAMILY AT TABLE

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on Roman eating customs.
2. The Latin names of some of the more common foods.
3. The Latin names of some of the furniture and utensils associated with eating.
4. Some 3rd person singular Latin verbs associated with eating.
5. A brief Latin song using vocabulary learned in this Unit.
6. Latin mottoes involving vocabulary learned in this Unit.
7. English derivatives connected with new Latin utterances.

LECTIO XXIII

Specific Objectives

1. To teach the children the names of some of the common foods and beverages among the Romans in the following utterances along with the interrogative Quid est?:

> Piscis est.
> Quid est? Piscis est.
>
> Panis est.
> Quid est? Panis est.
>
> Caseus est.
> Quid est? Caseus est.
>
> Vinum est.
> Quid est? Vinum est.

2. To explain briefly the importance of fish, wine, bread, and cheese in the Roman diet.

Activities

1. Tell the children that they are going to learn about the eating customs and habits of the Romans for the next few weeks. Show the children a picture or a drawing of a fish. Point to the fish and say Piscis est. Then ask the question Quid est? Pretend to be a child and answer Piscis est. Tell the children that Quid est? means "What is this?" Continue to ask the question until the response becomes facile. If actual food samples are used, the foods could be carried around the room to involve the senses of smell and touch.

2. Repeat the above process to teach panis, caseus, and vinum.

3. Hold the picture of the fish up. Tell the children that anyone who did not like fish would probably have been very unhappy in the time of Marcus and Julia. Meat, except for pork and fowl, was relatively rare. Sauces and dressings made from fish were especially common. Because of the lack of refrigeration, fresh fish had to be transported alive. Salt fish was cheaper than fresh fish. Marcus and Julia probably ate a popular kind of hash made from fish, cheese, and eggs.

4. If possible, show the children pictures of Roman bread and the EBF study print of the Pompeian bakery. Then tell them that after the grain was ground into flour in the hand-operated mills, the baker would add water, salt, and yeast to it. The dough was kneaded usually by hand and then baked in a brick oven. Marcus and Julia enjoyed various kinds of bread - whole wheat, white, and bran. The loaves were circular. Usually the mother of Julia and Marcus would have to buy the family's bread at a bakery. Only people in the country and very wealthy people in the city baked their own bread.

5. Hold up the picture of cheese. Tell the children that Roman cheese was made from the milk of goats, sheep, and cows. The Romans never used butter as a food but as a salve or ointment. When Marcus fell and bruised his knee his mother would rub butter on the bruise. Cheese would be used as a spread on bread.

6. Show the children a picture of a wine jar. Tell them that even Marcus and Julia drank wine, though mixed with water. Ordinary wine was very cheap and sold for the equivalent of a few cents a quart. Romans also enjoyed mixing their wine with honey.
7. Hold up the pictures of the fish, bread, cheese, and wine. As you hold each picture ask Quid est? and elicit the proper response.
8. If time allows ask the following questions:
   a. Did Marcus and Julia eat a lot of fish? Do we?
   b. Did Marcus and Julia enjoy various kinds of bread? Do we?
   c. Did the Romans make their cheese from goat and sheep milk as well as from cow milk?
   d. How did the Romans use butter? Did they use it like us?
   e. Did Marcus and Julia drink wine?

LECTIO XXIV

Specific Objectives

1. To review the names of food already presented: piscis, panis, caseus, vinum.
2. To teach the children the names of more of the common foods and beverages among the Romans in the following utterances along with the Quid est? interrogative.

> Oliva est.
> Quid est? Oliva est.
>
> Asparagus est.
> Quid est? Asparagus est.
>
> Pomum est.
> Quid est? Pomum est.
>
> Aqua est.
> Quid est? Aqua est.

3. To give the children some concept of how fruits and vegetables were used by the Romans.
4. To give the children some concept of the culinary uses of water among the Romans.

Activities

1. Review piscis, panis, caseus, and vinum by showing the appropriate picture, asking Quid est? and eliciting answers.
2. Show pictures of an olive, asparagus, a piece of fruit and some drinking water. Pointing to each item, ask the question Quid est? Supply the answer required. Continue to ask the questions until the children can give the answers easily.

3. Hold up the picture of the olives. Tell the children that olives were very useful to the Romans. Olive oil was used in cooking and in relishes and dressings. Olives were eaten fresh or preserved with salt, grape juice, or oil. Olive oil was used in lamps and as a hair dressing. You may wish to tell the story of Athena giving the olive tree to the Athenians.

4. Show the children a picture of a Roman aqueduct. Tell them that the Romans had an excellent water supply in their cities. Water would be brought from great distances by way of the aqueducts. Water would be used in cooking and - when mixed with wine - for drinking. Draw some mountains and an aqueduct and elaborate.

5. Review the terms oliva, asparagus, pomum, and aqua by asking Quid est? and pointing to the appropriate picture.

LECTIO XXV

Specific Objectives

1. To introduce the following structures and vocabulary:

Marcus sedet. Quid agit Marcus? Marcus sedet.
Marcus recumbit. Quid agit Marcus? Marcus recumbit.
Marcus edit. Quid agit Marcus? Marcus edit.
Marcus bibit. Quid agit Marcus? Marcus bibit.

2. To familiarize the children with Roman seating customs and arrangements at meals.

Activities

1. Show the boys and girls a picture of Marcus sitting down. Say to the children Marcus sedet. Then ask the question Quid agit Marcus? Tell them that this question means "What is Marcus doing?" Supply the answer Marcus sedet. Tell them that this means "Marcus is sitting down" unless it is obvious that the class understands from the picture. Continue to ask Quid agit Marcus? until the class is able to answer with facility.

2. Show a picture of Marcus reclining at table. Say Marcus recumbit. Explain that this means "Marcus is reclining." Tell them that Romans reclined on couches when eating. The couches where pushed against the square table on three sides. The diner faced the table and lay on his left side supported by his left elbow, which rested on a cushion. If there were guests present the mother of Marcus and Julia would sit on the edge of the couch instead of reclining and the children would sit on stools.

3. Show a picture of Marcus eating. Say Marcus edit. Tell them that this means Marcus is eating. Ask Quid agit Marcus? Supply the answer. Repeat the question and elicit the answer from the children several times. Tell the children that Marcus and his family used dishes and utensils similar to our own but Romans probably used their hands more than modern Americans when eating.

4. Show a picture of Marcus drinking from a cup. Say Marcus bibit. Ask Quid agit Marcus. Supply the answer Marcus bibit. Ask the children if they remember what Romans liked to drink.

5. Review the structures in this Lectio by eliciting answers to the question Quid agit Marcus? while showing each of the four pictures.

LECTIO XXVI

Specific Objectives

1. To review the structures and vocabulary presented in Lectio XV.

2. To review the Latin names of the children.

Activities

1. Tell the class that they are going to play a game called "Quid Agit?" The teacher appoints an actor (i.e., one of the children). The actor will perform an action in front of the class and the gamemaster (i.e., the teacher-though perhaps a child might perform this function) will ask what is being done. For example, John may sit down. The gamemaster will ask Quid agit Joannes? The gamemaster calls on someone in the class to give the correct answer Joannes sedet. The person giving the correct answer becomes the new actor. The game may continue as long as the children seem interested. For the initial playing of this game the verbs are limited to those in Lectio XV (sedet, recumbit, edit, bibit). The teacher's desk may serve as the dining couch.

2. Ask the question Quid est nomen tuum?, particularly to those children who have not participated actively in the "Quid Agit?" game. The answer wanted, of course, is Nomen meum est .

LECTIO XXVII

Specific Objectives

1. To introduce the following Latin song to the tune of "Mary Had a Little Lamb."

> Puer sedet, recumbit, recumbit, recumbit.
> Puer bibit et edit.
> Quid agit puella?

2. To review the song introduction Cantemus carmen .

3. To explain what breakfast and lunch were like among the Romans.

Activities

1. Say to the children Cantemus carmen "Puer Sedet". Then sing the above song or play the tape recording of it.
2. Have the children sing along. Divide the class into groups for singing. Have the class or appointed actors act out the song with appropriate gestures.
3. Tell the children that Roman breakfasts were light - usually consisting of bread or bread dipped in wine or sprinkled with salt. School boys like Marcus would sometimes eat breakfast on the way to school.
4. Tell the children that lunch was usually a cold meal served about 11:00. It usually consisted of bread, salad, olives, cheese, fruit, and nuts. After lunch came the midday rest or siesta when all work was laid aside for two or three hours. The busy streets of Rome were deserted. Ask the children to compare their lunch with Roman lunches.
5. Sing the song Puer Sedet again.
6. Ask the following questions:
   a. Is it true that Roman breakfasts were very elaborate, full-course meals?
   b. Did the Romans go right back to school or work after lunch?
   c. How are Roman breakfasts and lunches different from ours?

LECTIO XXVIII

Specific Objectives

1. To review the song "Puer Sedet". (From this point on the song should be used to change activity. It should be used almost daily for at least 3 weeks to assure mastery.)
2. To introduce the Latin names of some of the furniture and utensils associated with eating in the following utterances:

Mensa est.
Quid est? Mensa est.
Sella est.
Quid est? Sella est.
Patina est.
Quid est? Patina est.
Urna est.
Quid est? Urna est.

3. To explain some of the Roman customs connected with the eating of dinner.

Activities

1. Start with Cantemus carmen "Puer Sedet"; sing the song along with the children.
2. Show the children a picture of a table. Point to the table and say Mensa est. Ask the question Quid est? Supply the answer Mensa est. Ask the question and elicit the answer repeatedly. Have the children touch their desks and say Mensa est.
3. Follow the same procedure using a picture of a seat, a dish, and a jug.
4. Tell the children that formal dinners were very elaborate. The pater would solemnly invoke the gods. The custom of saying grace probably comes from this old Roman practice. Water and towels were provided for washing hands. Dinner was served around 3:00 or 4:00 in the afternoon after people returned from the baths. Wealthy people had dancers and entertainers present at their dinners. Poetry or other works of literature were read aloud to those who were eating. Each formal dinner consisted of three parts: the appetizers, the main courses, and the dessert. The appetizers would be shellfish, pickled salt-water fish, uncooked vegetables. Dessert would be pastry, sweets, nuts, fruit, and sometimes iced puddings chilled with snow from the mountaintops. Dinner usually took 3 or 4 hours to eat.
5. Finish with the singing of "Puer Sedet".

LECTIO XXIX

Specific Objectives

1. To review the interrogative ubi, the preposition in ("in, on") and the names of some foods, dining utensils, and furniture in the following utterances:

Marcus est in sella.
Ubi est Marcus? Marcus est in sella.
Vinum est in urna.
Ubi est vinum? Vinum est in urna.
Panis est in mensa.
Ubi est panis? Panis est in mensa.
Piscis est in patina.
Ubi est piscis? Piscis est in patina.

2. To make the children aware of eating customs among the poorer classes of Roman society.

Activities

1. Show the children a picture of Marcus sitting on a bench. Say Marcus est in sella. Ask the question Ubi est Marcus? Supply the answer Marcus est in sella. Ask for the English meaning of the question and answer. Supply the meaning if the children cannot.
2. Use a similar technique with pictures of wine in a jug, bread on a table, and fish on a dish. Explain that the Latin word in may sometimes mean "in" and other times "on".

3. Tell the children that not all Roman families dined so elaborately as the family of Marcus and Julia. Unemployed people received allotments of grain or bread from the government and had to be satisfied with this alone at mealtime. But in general, even poor people tried to prolong their dinners and make them as elaborate as their means would allow. The modern American idea of "grabbing a quick bite to eat" would have horrified the Romans.

4. While showing the appropriate picture ask the following questions:

Ubi est Marcus?
Ubi est vinum?
Ubi est panis?
Ubi est piscis?

LECTIO XXX

Specific Objectives

1. To review Latin sententiae previously presented:

E pluribus unum.
Philadelphia maneto.
Repetitio est mater studiorum.
Alma mater floreat!

2. To introduce the following mottoes:

Optimum aqua est.
Annuit coeptis.

Activities

1. Ask the children to echo the mottoes listed in No. 1 of the Specific Objectivies above. Then say the English for each and have the children supply the Latin.

2. Tell the children that they will learn two new Latin mottoes. The first of these is a Latin version of a famous statement by a Greek poet named Pindar. It is Optimum aqua est which means in English "Water is the best thing". Ask the children to explain this proverb. Ask them if they think it's true.

3. Have the children echo the proverb several times chorally and individually. Then give them the English and ask them to supply the Latin.

4. Tell them that the second new motto for today is found on the dollar bill and later on they will learn to read it. It is taken from the writings of Vergil, the greatest of the Roman poets. Vergil lived in the time of Augustus Caesar - roughly 2000 years ago, when Julia and Marcus lived. The motto is Annuit coeptis. It means "he has favored our undertakings". The "he" is God or-in Vergil's view - Jupiter.

5. Have the children echo Annuit coeptis chorally and individually. Then say "He has favored our undertakings" and have the children reply Annuit coeptis.

6. Ask the children where Annuit coeptis is found and from whose writings it is taken. Ask then when Vergil lived and what he was.

7. Close class by having the children echo all mottoes:

> E pluribus unum.
> Philadelphia maneto.
> Repetitio est mater studiorum.
> Alma mater floreat!

LECTIO XXXI

Specific Objectives

To review the following Latin mottoes:

> E pluribus unum.
> Philadelphia maneto.
> Repetitio est mater studiorum.
> Alma mater floreat!
> Optimum aqua est.
> Annuit coeptis.

Activities

1. Play the "Motto Matching Game". See Lectio XX for details. Spend most of the period on this game.

2. Ask the children to echo Optimum aqua est. Ask for the source of this motto.

3. Ask the children to echo Annuit coeptis. Ask where this motto is found and from whose writings it comes.

LECTIO XXXII

Specific Objectives

1. To teach aurally and orally the following English derivatives connected with words presented in this unit: olive, aqualung, aquatic, sedentary.

2. To explain to the children how the English language came to be so heavily Latinized.

Activities

1. Start by asking if the following statement is true or false:

   Most English words come from Latin.

2. After eliciting the answer "true" explain briefly how it happens that most English words come from Latin. Point to England on the map of the Roman Empire. Tell the children that England was once part of the Roman Empire but this Roman occupation left few traces on the English language. Mention the Norman invasion of

England in 1066 which brought a huge number of Latin derived words into English. Point to Normandy on the map. Tell the children that the Normans spoke a language sometimes called Norman French and that this language was very similar to Latin. Refer also to the fact that ever since the 15th century (the Renaissance) scholars and writers have coined new English words from Latin sources.

3. Tell the children that they are going to learn about some English words that come from Latin words they've been studying. Pronounce each of the English words listed in the chart below. Have the children echo the words.

   Ask for the Latin root of each. Ask for the meaning of each derivative. Supply whatever information the children cannot supply. Do not write the derivatives or Latin roots on the chalkboard. The approach is strictly aural-oral.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
olive	oliva-"olive"	a kind of small fruit with a hard stone
aquarium	aqua "water"	a place or container in which water plants and animals are displayed
aqualung	aqua-"water"	a device used by divers for breathing under water
aquatic	aqua "water"	growing or living in water; taking place in water
sedentary	sedet "sits"	fond of sitting, used to sitting

4. Have the students echo each English word again several times until they pronounce it well.

5. Ask the following questions by way of recapitulation:

   a. Was England ever part of the Roman Empire?

   b. Who were the Normans?

   c. Was the Norman French language similar to Latin?

   d. Are new English words usually formed from Latin roots?

   e. Is an olive something to eat?

   f. What are aquatic sports?

   g. Is your teacher sedentary?

   h. Who uses an aqualung?

   i. What would you expect to see in an aquarium?

LECTIO XXXIII

Specific Objectives

1. To review the derivatives presented in the preceding Lectio: olive, aqualung, aquatic, sedentary.
2. To teach aurally and orally the following English derivatives: urn, bib, edible, Pisces, vineyard, aqua.

Activities

1. Ask the following questions:
   a. What kind of plants and animals are kept in an aquarium?
   b. What jobs or occupations are sedentary?
   c. True or false: Divers sometimes use aqualungs.
   d. Name some aquatic animals.
   e. Where does one buy olives?

2. Pronounce each of the English words listed in the chart below. Have the children echo the words. Ask for the Latin root of each. Ask for the meaning of each derivative. Supply whatever information the children cannot supply.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
urn	urna "jug"	a kind of vase; a coffee dispenser with a faucet
bib	bibit "drinks"	an article of clothing used to protect regular clothing from spills while eating and drinking
edible	edit "eats"	fit to be used as food, fit to be eaten
Pisces	piscis "fish"	one of the constellations having the shape of a fish
vineyard	vinum "wine"	a place where grapes are grown for wine making
aqua	aqua "water"	a blue-green color

Be sure to explain what a constellation is in connection with the word Pisces. The fact that Pisces is a sign of the zodiac might also be mentioned and explained.

3. Have the children echo each English word several times until they pronounce it well.

4. Ask the following questions:

   a. What is a coffee urn?

   b. What is the purpose of a bib?

   c. Are olives usually edible? Are pencils usually edible?

   d. Suppose a room were painted aqua. What color would it be?

   e. What grows in a vineyard?

   f. What shape does the constellation Pisces have?

LECTIO XXXIV

Specific Objectives

To review some of the new Latin utterances presented in this Unit.

Activities

1. Tell the children that they are going to stage a playlet called "Ubi est Marcus?"

2. Appoint children to play the parts of Marcus, Julia, Mater, and Pater. Tell them that the scene is a Roman dining room in the morning just after the family has risen. Marcus is already reclining at table and eating. Julia notices him but Mater and Pater do not as they enter the room. The teacher says each part first and then has the actor repeat it. The teacher may wish to provide real bread and water as props. The children may be asked to imagine that the teacher's desk is a couch. Here is the script of the playlet with stage directions as needed:

Enter Mater, Pater, and Julia. Marcus is already reclining and happily stuffing himself. Mater and Pater do not notice him.

Mater: Salvete!
Pater: Salvete!
Julia: Salvete!
} (to one another but not to Marcus)

Mater: Ubi est Marcus?
Julia: Marcus est in sella.
Pater: Quid facit Marcus?
Julia: Marcus edit.
(They all look over at Marcus who is happily stuffing himself.)
Pater: Quid est in mensa?
Mater: Panis est in mensa.
Caseus est in mensa.
Julia: Aqua est in mensa.
Marcus bibit!

(The group walks over to the table)

Marcus: Salvete!
Pater: Salve!
Mater: Salve!
Julia: Salve!
} (to Marcus)

Marcus: Optimum aqua est! (He smiles and points to the water. The others start to smile also.)

LECTIO XXXV

Specific Objectives

To review some of the lexical and vocabulary structures presented in this Unit.

Activities

1. Role play the dramatization "Ubi Est Marcus?" as given in Lectio XXXIV. Use different sets of children.
2. Punctuate the role playing with the singing of "Puer Sedet".
3. Let the children listen to the playlet on Tape #7.

LECTIO XXXVI

Specific Objectives

1. To review some of the lexical and structural items presented in this Unit.
2. To review the songs "Ardet Roma" and "Puer Sedet".

Activities

1. Begin class by saying Cantemus carmen "Ardet Roma". Have the group sing through "Ardet Roma" several times.
2. Role play the dramatization "Ubit Est Marcus?" several times as given in Lectio XXXIV. Use different sets of children in the role playing.
3. Punctuate the role playing with singing of "Ardet Roma" or "Puer Sedet".

LECTIO XXXVII (Unit Review)

Specific Objectives

1. To review the following structures and lexical items presented in this Unit:

Quid est?	Piscis est. Panis est. Caseus est. Vinum est. Oliva est. Asparagus est. Pomum est.	Aqua est. Mensa est. Sella est. Patina est. Urna est.
Quid agit Marcus?	Marcus sedet. Marcus recumbit. Marcus edit. Marcus bibit.	

Ubi est Marcus?	Marcus est in sella.
Ubi est vinum?	Vinum est in urna.
Ubi est panis?	Panis est in mensa.
Ubi est piscis?	Piscis est in patina.
Optimum aqua est.	Optimum aqua est.
Annuit coeptis.	Annuit coeptis.
Cantemus carmen "Puer Sedet".	Puer sedet recumbit, recumbit, recumbit. Puer bibit, et edit. Quid agit puella?

2. To review the utterances presented in Unit 2. See Lectio XXI under Specific Objectives #1.

Activities

1. Tell the children that they are going to play the game "Right Reply" again. See Lectio XI for directions to this game. The gamemaster should restrict himself to the Latin utterances found in Units 2 and 3 as indicated in the Specific Objectives of this Lectio. Pictures, of course, must be used in asking the questions. Correct transformation by the children of the responses given in the Specific Objectives of this Lectio is, of course, allowable and desirable.
2. Punctuate rounds in the game with the song "Puer sedet".

LECTIO XXXVIII (Unit Review)

Specific Objectives

1. To review the background on Roman eating customs as presented in this Unit.
2. To review the Latin utterances presented in this Unit as listed under #1 in the Specific Objectives of the preceding Lectio.

Activities

1. Tell the children that they are going to review some of the things they have learned about the Roman Family at table. Ask the following questions:
   a. Did Marcus and Julia eat a lot of fish?
   b. How do we know that the Romans had an excellent water supply in their city?
   c. What did the Romans do instead of sitting at the dinner table as we do?
   d. Was it considered impolite for Marcus and Julia to eat with their hands instead of with forks and spoons?
   e. True or false: The Roman Family ate a very heavy breakfast that usually consisted of fish, cheese, asparagus, olives, wine, and apples.
   f. What did the Romans usually do after lunch?

g. Describe some of the differences between the way poor people ate and the way the family of Marcus and Julia ate.

h. How did the Romans use olives? How do we?

2. Play "Right Reply". See Lectio XI for directions. The gamemaster should restrict himself to the new Latin utterances presented in this Unit as listed under #1 in the Specific Objectives of the preceding Lectio.

UNIT 4

HOW THE ROMAN FAMILY DRESSES

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on Roman clothing and grooming habits.
2. The Latin names of some of the more common articles of clothing.
3. Some 3rd person singular verbs associated with dressing and grooming.
4. Some Latin mottoes involving vocabulary learned in this Unit.
5. A Latin song involving the new lexical items taught in this Unit.
6. The reading of the Latin name of each student in a complete Latin utterance and the reading of the Latin mottoes learned to date aurally and orally.
7. English derivatives connected with the new Latin utterances.

LECTIO XXXIX

Specific Objectives

1. To explain the types of clothing worn in Ancient Rome by men and boys.
2. To introduce the following structures:

Toga est.
Quid est? Toga est.
Tunica est.
Quid est? Tunica est.

Activities

1. Tell the children that in this Unit they are going to be learning about how the Roman family dresses. In today's lesson the clothing of men and boys will be considered. Hold up a picture of a Roman in a tunic. Tell the children that Roman men and boys never wore trousers. In fact, they considered trousers as barbaric and uncivilized. Tell them that the informal everyday indoor costume of a Roman boy or man was called a tunica. Have the children echo the word several times. Tell them that the tunica was like a loose-fitting knee length shirt with a belt. It was usually made of plain white wool though boys and some adults had crimson stripes on their tunics.
2. Point to the picture of the garment and say Tunica est. Then ask the question Quid est? and elicit the answer in the usual fashion, i.e., pretend to be the child, say the answer, and repeat the question; keep supplying the answer until the child can do it for himself. Repeat the process with several children.
3. Show the children a picture of a man in a toga. Point to the garment and tell the children that this formal outer garment, usually worn over a tunica, was called a toga. Have the children echo the word several times. Tell the children that the toga was mostly the natural color of wool but young boys and some adults had crimson stripes on their togas.
4. Point to the picture of the toga and say Toga est. Then ask the question Quid est? and elicit the answer in the usual fashion. Repeat the process with several children.
5. Tell the children that all Romans wore sandals similar to modern sandals. Socks and stockings were not worn.

LECTIO XL

Specific Objectives

1. To explain the types of clothing worn by Roman women and girls.
2. To introduce the following structures:

Stola est.
Quid est? Stola est.
Stola vestis est.

Quid est stola? Stola vestis est.
Tunica vestis est.
Quid est tunica? Tunica vestis est.
Toga vestis est.
Quid est toga? Toga vestis est.

Activities

1. Tell the children that in today's lesson they will consider the clothing of women and girls. Hold up a picture of a Roman matron in a stola. Tell the children that the distinctive dress of a Roman woman was called a stola. This was really a kind of long tunica. Have the children echo the word stola several times. Tell them that a shawl was worn over the stola outdoors.

2. Point to the stola in the picture and say Stola est. Ask the question Quid est? and elicit the answer in the usual fashion. Repeat the process with several children.

3. Say Stola vestis est. Tell the children that this means in English "The stola is a garment, i.e., an article of clothing." Then ask the question Quid est stola? Elicit the answer in the usual fashion. Repeat the process with several children.

4. Teach - Tunica vestis est and Toga vestis est in the same way as Stola vestis est.

5. End class with these questions:

Quid est stola?
Quid est tunica?
Quid est toga?

LECTIO XLI

Specific Objectives

1. To teach some of the children to read their Latin names in the utterances Nomen meum est _____ in response to the oral Quid est nomen tuum?

2. To explain briefly what Roman baths were like.

Activities

1. Tell the children that today they are going to learn to read their names in Latin. Distribute the name signs found in the Instructional Kit, a sample of which follows this Lectio. Naturally the teacher must insert the names before class on the name signs.

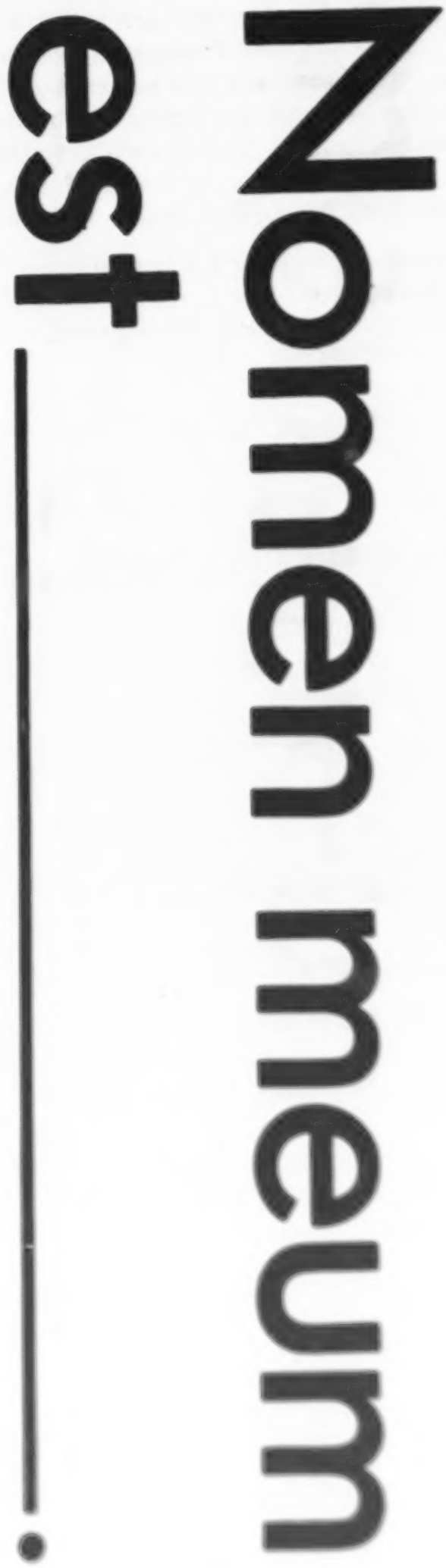
2. Ask the question Quid est nomen tuum? to each child and have him read the answer aloud from the name sign. Invite about 7 or 8 children in the class to read their name signs.

3. Tell the children that they are going to discuss briefly what the Roman baths were like. Tell them that Romans did not usually bathe at home but rather went to public baths. A Roman bath was something like a modern Turkish bath. Marcus would go to this bath with his father in the middle of the afternoon. Show a picture of a Roman bathhouse. Tell the children that these were very elaborate places with many rooms and a garden for exercising and playing games. One room was warm, another hot, and another cold. The Romans used olive oil instead of soap.

4. Ask the question Quid est nomen tuum? to about 8 more children and have them read the answer aloud from the name signs. Collect the name signs and tell the children that these will be returned.

Sample Name Sign

This is a sample of the name sign, a supply of which is found in the Instructional Kit. Names are filled in beforehand by the teacher and signs are distributed as per instructions in Lectio XLI. Distribution should not come before Lectio XLI though the teacher may, of course, start filling in the name signs beforehand. Where a special vocative form form exists it should be put in in the lower left corner of the sign. Teach the vocative informally and by usage.



LECTIO XLII

Specific Objectives

1. To finish teaching the children to read their Latin names in the utterance Nomen meum est _____ in response to the oral Quid est nomen tuum?
2. To review the background on Roman baths.

Activities

1. Distribute the name signs again. Ask the question Quid est nomen tuum? to about 8 children. Have each child read the answer aloud from his name sign.
2. Ask the children the following questions on Roman baths:
   a. Did the Roman family bathe at home or at public baths?
   b. True or false: Did Marcus and his father bathe in the late afternoon?
   c. Were the Roman bath houses elaborate?
   d. What did the Romans use instead of soap?
   e. Did the Romans play games at the baths?
3. Address the question Quid est nomen tuum? to those children who have not yet been called on to read.
4. Tell the children to scotch-tape their name signs to the front of their desks if possible or to the upper corner of the desk. Provide tape if necessary.

LECTIO XLIII

Specific Objectives

To introduce the following Latin mottoes aurally and orally:

Vestis virum reddit.
Novus ordo seclorum.

Activities

1. Tell the children that they are going to learn two new Latin mottoes. The first motto is an old proverb Vestis virum reddit. Say it several times. Have individual children echo it.
2. Ask for an explanation of this proverb.
3. Say "Clothes make the man" and elicit as a response Vestis virum reddit several times chorally.
4. Tell them that the next motto appears on dollar bills and is a quotation from the writings of the famous poet Vergil. The motto is Novus ordo seclorum and it means "A new order of the ages" in English. The United States is supposed to be a new order of the ages, i.e., a new kind of country or society in the history of the world. That is why this motto is on the dollar bill.

5. Have the children echo Novus ordo seclorum several times chorally and individually. Then say "A new order of the ages" and elicit the response Novus ordo seclorum chorally and individually.

LECTIO XLIV

Specific Objectives

1. Review the following mottoes aurally and orally:

> E pluribus unum.
> Philadelphia maneto.
> Repetitio est mater studiorum.
> Alma mater floreat!
> Optimum aqua est.
> Vestis virum reddit.
> Novus ordo seclorum.
> Annuit coeptis.

2. To review the source or significance of each of the above mottoes.

Activities

1. Play the "Motto Matching Game". See Lectio XX for details.
2. Ask the children for the source or significance of each of the above mottoes.

LECTIO XLV

Specific Objectives

To teach the children to read the Latin quotations with which they are already aurally and orally familiar.

Activities

1. Tell the children that today they are going to learn to read some Latin.
2. Distribute the reader Legite Latine containing materials on following pages.
3. Call attention to each Latin motto on the pictures of the money. Say each motto and have the children echo. Call on individual children to read aloud each motto. Show the children the mottoes on actual money.
4. Explain that the seal of the city of Philadelphia has the city's motto. Philadelphia maneto. Call on individual children to read aloud motto #4.
5. Call on children to read aloud mottoes #5 through #8. Comment briefly on the pictures.
6. Ask for the English meaning of each motto.
7. Try to elicit generalizations from the children on certain features of Latin pronunciation of v, ph, oe, e.
8. Collect the reading handouts.

1. Annuit coeptis.

2. Novus ordo seclorum.

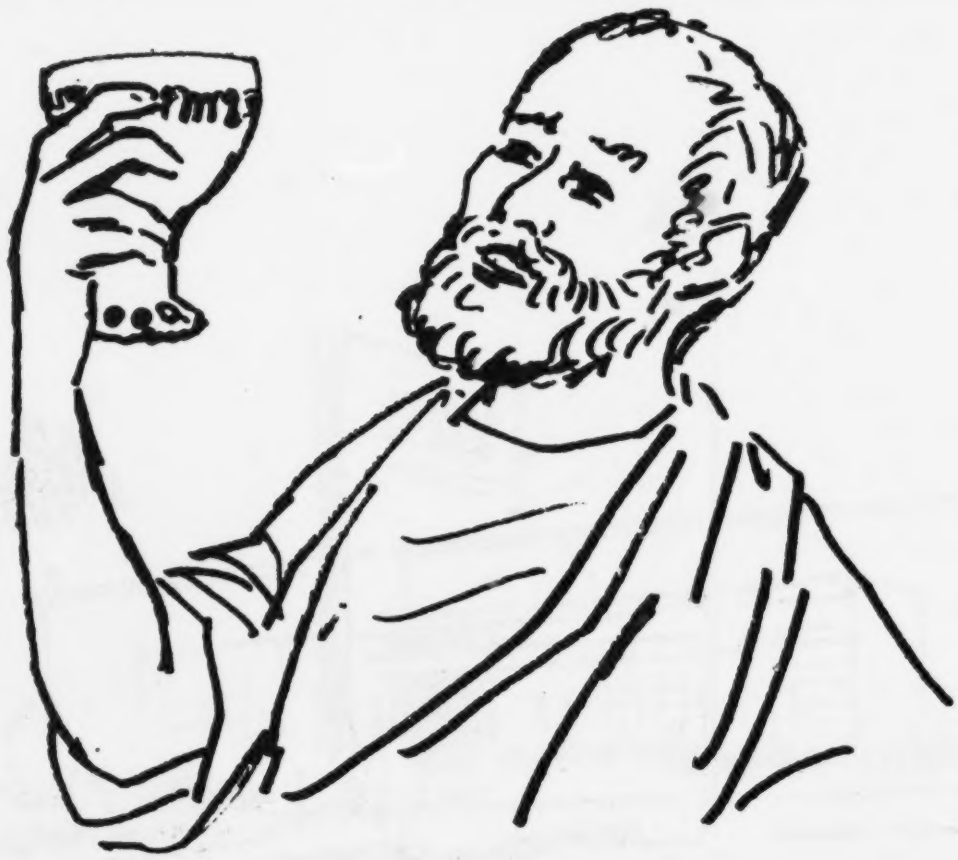
3. E pluribus unum.

4. Philadelphia maneto.

5. Vestis virum reddit.

6. Alma mater floreat!

7. Repetitio est mater studiorum.



8. Optimum aqua est.

LECTIO XLVI

Specific Objectives

1. To introduce the following structures connected with dressing and grooming:

Puer se lavat.
Quid agit puer? Puer se lavat.
Puer se comit.
Quid agit puer? Puer se comit.
Puer se vestit.
Quid agit puer? Puer se vestit.

2. To explain briefly grooming customs of men and boys.

Activities

1. Call a boy to the front of the class and ask him to pretend to wash his hands. Then say Puer se lavat. Then ask the question Quid agit puer? and elicit the answer in the usual way.
2. Have a boy pretend to comb his hair and say Puer se comit. Then ask Quid agit puer? and elicit the answer in the usual fashion.
3. Have a boy pretend to adjust his clothing and say Puer se vestit. Then ask Quid agit puer?
4. Tell the children that Roman boys rarely got haircuts. Their hair grew long until they were teenagers. Every Roman boy wore a kind of medal or charm (called a bulla) around his neck on a cord or chain. When a boy became a man he put aside the charm and exchanged his crimson-striped toga for the white toga of manhood.
5. Have a boy role play washing, combing, and dressing and ask the question Quid agit puer?

LECTIO XLVII

Specific Objectives

1. To review structures presented in Lectio XLIII in the following terms:

Puella se lavat.
Quid agit puella? Puella se lavat.
Puella se comit.
Quid agit puella? Puella se comit.
Puella se vestit.
Quid agit puella? Puella se vestit.

2. To explain briefly grooming customs of girls and ladies.

Activities

1. Tell the children that women and girls had many different hair styles. They used hairpins, curling irons, and combs, many of which can be seen in museums. There were hairdressers in ancient times. Wigs were worn. The women also had necklaces, earrings, charms, and bracelets. In general, girls and women of ancient Rome wore clothing that was simpler than modern women's clothing. Styles stayed the same and for centuries the only color was natural wool color - a kind of yellowish white. Girls wore the bulla until they married. Ask if anyone can explain what a bulla was.
2. Have a girl role play washing her hands. Ask Quid agit puella? and elicit the answer in the usual fashion.
3. Follow a similar procedure to teach se comit and se vestit.
4. Use the names of the children in asking the question Quid agit _____? Get many different children involved in the role playing.

LECTIO XLVIII

Specific Objectives

1. To teach aurally and orally the following English derivatives connected with words presented in this Unit: lava, lavatory, vest, vestment, novel, novice.
2. To review how the English language came to be so heavily Latinized.

Activities

1. Ask if any of the children remember how it happened that most words in English come from Latin. You are looking, of course, for the following concepts:
   a. Britain was once part of the Roman Empire.
   b. The Normans, who used a form of Latin, invaded England in 1066.
   c. Scholars and writers have coined new English words from Latin ever since the 15th century.
2. Tell the children that they are going to learn about more English words that come from Latin. Pronounce each of the English words listed in the chart below. Ask if the children know the meaning. Relate each word known to its Latin root.

   Explain the words not known in the following terms but avoid writing anything on the chalkboard:

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
lava	lavat "washes"	liquid rock
lavatory	lavat "washes"	bathroom

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
vest	vestis "garment, clothes"	a short, sleeveless shirt-like garment
vestment	vestis "garment, clothes"	a garment, particularly one used in a religious ceremony
novel	novus "new"	new
novice	novus "new"	someone who is new at a job or function

3. Have the children echo each English word several times until they can pronounce it well.
4. Ask the following questions:
   a. Who would be likely to wear vestments?
   b. Does anyone in this class have a vest on now?
   c. What is lava?
   d. What is a novice?
   e. What is meant by a novel way of doing something?
   f. Where is the lavatory in this school?

LECTIO XLIX

Specific Objectives

To review the following derivatives from this Unit and the previous one: lava, lavatory, vest, vestment, novel, novice, olive, aquarium, urn, sedentary, aqualung, aquatic, bib, edible, Pisces, vineyard, aqua.

Activities

1. Play "Derivative Echo". See Lectio XVI for directions.
2. Have the class echo chorally and individually the words listed under Specific Objectives.

LECTIO L

Specific Objectives

1. To introduce the following Latin song using vocabulary from this Unit to the tune of "Row, Row, Row Your Boat".

Toga vestis est. Toga vestis est.
Tunica vestis et stola vestis et
Tunica vestis est.

2. To review Cantemus carmen, etc. as an introduction to a song.

Activities

1. Tell the children that they are going to learn a new Latin song today. Play tape #3 or sing the song "Toga Vestis". Let the children listen to the song several times and then invite them to sing along using the standard introduction Cantemus carmen "Toga Vestis."
2. Have the song sung in rounds or individually.
3. Ask the children what the song means in English.
4. Continue to have the children sing the new song.

LECTIO LI

Specific Objectives

To review the song "Toga Vestis." This song should be used to provide a change of activity at the teacher's discretion from this point on. It should be sung almost daily for at least 3 weeks to assure mastery.

Activities

Employ variations of the Activities listed in Lectio L.

LECTIO LII (Unit Review)

Specific Objectives

1. To review the following structures and lexical items presented in this Unit:

Quid est?	Toga est. Tunica est. Stola est.
Quid est toga?	Toga vestis est.
Quid est tunica?	Tunica vestis est.
Quid est stola?	Stola vestis est.
Quid agit puer?	Puer se lavat. Puer se comit. Puer se vestit.
Quid agit puella?	Puella se lavat. Puella se comit. Puella se vestit.
Virum vestis reddit.	Virum vestis reddit.

Novus ordo seclorum.	Novus ordo seclorum.
Cantemus carmen "Toga Vestis."	Toga vestis est. Toga vestis est. Tunica vestis et stola vestis et tunica vestis est.

2. To review the following utterances from Unit 3:

Quid est?	Piscis est. Asparagus est. Panis est. Pomum est. Caseus est. Aqua est. Vinum est. Sella est. Oliva est. Patina est. Urna est.
Quid agit puer?	Puer sedet. Puer recumbit. Puer edit. Puer bibit.
Ubi est puer?	Puer est in sella.
Ubi est vinum?	Vinum est in urna.
Ubi est panis?	Panis est in mensa.
Ubi est piscis?	Piscis est in patina.
Optimum aqua est.	Optimum aqua est.
Annuit coeptis	Annuit coeptis.
Cantemus carmen "Puer Sedet."	Puer sedet, recumbit, recumbit, recumbit. Puer bibit et edit. Quid agit puella?

Activities

1. Tell the children that they are going to play the game "Right Reply" again. See Lectio XI for directions. The gamemaster should restrict himself to the Latin utterances found in the Specific Objectives of this Lectio. Pictures, of course, or role playing must be used in asking some of the questions.
2. Punctuate rounds in the game with the song "Puer Sedet" or "Toga Vestis."

LECTIO LIII (Unit Review)

Specific Objectives

1. To review all of the structures and lexical items listed in the Specific Objectives of Lectio LII.
2. To review some of the background on Roman clothing and grooming habits.

Activities

1. Ask the following questions:
   a. Did Roman men and boys wear trousers?
   b. What was the difference between a tunica and a toga?
   c. What kind of footgear did the Roman family wear?
   d. What was a stola?
   e. What was the common color for the stola and the toga?
   f. What were the Roman public baths like?
   g. How was Roman dress different from American dress?
2. Have the children play "Right Reply." See Lectio XI for directions. The game should be restricted to the Latin utterances found in the Specific Objectives of the preceding Lectio.

UNIT 5

THE HOUSE OF THE ROMAN FAMILY

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Some background on Roman houses and Roman housing practices.
2. The Latin names of some of the parts of the Roman house.
3. Some Latin adjectives applicable to the Roman house.
4. English derivatives connected with the lexical items presented in this Unit.
5. The reading of all English derivatives and etymologies presented.

LECTIO LIV

Specific Objectives

1. To teach the following Latin utterances:

Villa est.
Quid est? Villa est.
Hortus est.
Quid est? Hortus est.
Janua est.
Quid est? Janua est.
Fenestra est.
Quid est? Fenestra est.

2. To give the children some background on the houses of middle-class and wealthy Romans.

Activities

1. Tell the children that in this Unit they are going to learn about Roman houses. Show a picture of a Roman country house. Say Villa est. Then ask Quid est? and supply the answer. Then elicit the answer from the children in the usual fashion.

2. Repeat the same process in teaching hortus, janua, and fenestra.

3. Tell the children that the family of Marcus and Julia lived in the type of house shown in the picture. It had a formal living room known as an atrium. Have the children echo this word several times chorally. The atrium had a kind of pool in its center. There was a hole in the roof over the pool to allow light to enter. The water in the little pool was used for decorative purposes with plants and statues in it. Sometimes Roman children would sail little boats in the water or play in it. Show a picture of the atrium. Explain that the Romans liked outdoor living and spent as little time as possible in their houses.

4. Point to appropriate parts of the picture and ask Quid est? The answers to be elicited are:

Villa	est.
Hortus	est.
Janua	est.
Fenestra	est.

LECTIO LV

Specific Objectives

1. To teach the following structures involving adjectives:

Qualis villa est?	Villa alta est. Villa longa est. Villa magna est. Villa pulchra est.

2. To discuss briefly the sources of our information on Roman houses, particularly the archaeological sources.

Activities

1. Hold up a picture of a Roman villa. Ask the question Qualis villa est? Tell the children that this means in English "What sort of country house is it?" Supply the answer Villa alta est. Indicate by gestures the meaning of alta. Then repeat the question and elicit the answer in the usual way.

2. Teach longa, magna, and pulchra as epithets to villa in a similar fashion. Where necessary tell the children the English meaning of the Latin utterances.

3. Ask the children if they know how we are able to learn about ancient Roman houses. If they don't know, tell them that we can learn by reading what the ancient Romans say about their houses and also thru archaeology. Ask if anybody knows what archaeology. Ask if anybody knows what archaeology is. Have the class chorus the word "archaeology" several times. Tell them that archaeologists dig at the sites of ancient Roman houses that have been buried for many years. Perhaps refer to Pompeii and Herculaneum.

4. Finish by asking Qualis villa est? and eliciting the following answers:

Villa alta est.
Villa longa est.
Villa magna est.
Villa pulchra est.

LECTIO LVI

Specific Objectives

To teach orally and aurally the following English derivatives connected with recently learned Latin utterances: altitude, horticulture, magnitude, pulchritude.

Activities

1. Tell the children that they are going to learn some new English words that come from Latin. Pronounce each of the English words in the chart below. Ask if the children know the meaning. Explain the meaning of each word and relate it to its Latin root. Avoid writing anything on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
altitude	alta - "high"	height
horticulture	hortus "garden"	gardening
magnitude	magna "big, large"	largeness
pulchritude	pulchra "beautiful"	beauty

2. Have the children echo each English word several times until they pronounce it well.

LECTIO LIV

Specific Objectives

1. To teach the following Latin utterances:

Villa est.
Quid est? Villa est.
Hortus est.
Quid est? Hortus est.
Janua est.
Quid est? Janua est.
Fenestra est.
Quid est? Fenestra est.

2. To give the children some background on the houses of middle-class and wealthy Romans.

Activities

1. Tell the children that in this Unit they are going to learn about Roman houses. Show a picture of a Roman country house. Say Villa est. Then ask Quid est? and supply the answer. Then elicit the answer from the children in the usual fashion.

2. Repeat the same process in teaching hortus, janua, and fenestra.

3. Tell the children that the family of Marcus and Julia lived in the type of house shown in the picture. It had a formal living room known as an atrium. Have the children echo this word several times chorally. The atrium had a kind of pool in its center. There was a hole in the roof over the pool to allow light to enter. The water in the little pool was used for decorative purposes with plants and statues in it. Sometimes Roman children would sail little boats in the water or play in it. Show a picture of the atrium. Explain that the Romans liked outdoor living and spent as little time as possible in their houses.

4. Point to appropriate parts of the picture and ask Quid est? The answers to be elicited are:

Villa	est.
Hortus	est.
Janua	est.
Fenestra	est.

LECTIO LV

Specific Objectives

1. To teach the following structures involving adjectives:

Qualis villa est?	Villa alta est. Villa longa est. Villa magna est. Villa pulchra est.

2. To discuss briefly the sources of our information on Roman houses, particularly the archaeological sources.

Activities

1. Hold up a picture of a Roman villa. Ask the question Qualis villa est? Tell the children that this means in English "What sort of country house is it?" Supply the answer Villa alta est. Indicate by gestures the meaning of alta. Then repeat the question and elicit the answer in the usual way.
2. Teach longa, magna, and pulchra as epithets to villa in a similar fashion. Where necessary tell the children the English meaning of the Latin utterances.
3. Ask the children if they know how we are able to learn about ancient Roman houses. If they don't know, tell them that we can learn by reading what the ancient Romans say about their houses and also thru archaeology. Ask if anybody knows what archaeology. Ask if anybody knows what archaeology is. Have the class chorus the word "archaeology" several times. Tell them that archaeologists dig at the sites of ancient Roman houses that have been buried for many years. Perhaps refer to Pompeii and Herculaneum.
4. Finish by asking Qualis villa est? and eliciting the following answers:

Villa alta est.
Villa longa est.
Villa magna est.
Villa pulchra est.

LECTIO LVI

Specific Objectives

To teach orally and aurally the following English derivatives connected with recently learned Latin utterances: altitude, horticulture, magnitude, pulchritude.

Activities

1. Tell the children that they are going to learn some new English words that come from Latin. Pronounce each of the English words in the chart below. Ask if the children know the meaning. Explain the meaning of each word and relate it to its Latin root. Avoid writing anything on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
altitude	alta - "high"	height
horticulture	hortus "garden"	gardening
magnitude	magna "big, large"	largeness
pulchritude	pulchra "beautiful"	beauty

2. Have the children echo each English word several times until they pronounce it well.

3. Ask the following questions:

   a. What is horticulture?

   b. If an author wrote about the pulchritude of our city, about what would he be writing?

   c. If he wrote about the magnitude of our city, about what would he be writing?

   d. If he wrote about the altitude of a mountain, about what would he be writing?

LECTIO LVII

Specific Objectives

1. To teach orally and aurally the following English derivatives connected with recently learned Latin utterances: village, villa, janitor, magnify.

2. To review briefly the derivatives learned in Lectio LVI.

Activities

1. Tell the children that they are going to learn some more English words taken from Latin. Pronounce each English word in the chart below. Ask if the children know the meaning. Explain the meaning of each word and relate it to its Latin root. Avoid writing anything on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
village	villa "country house"	a group of houses in the country
villa	villa "country house"	country house
janitor	janua "door"	a doorkeeper or person who takes care of a building
magnify	magna "big, large"	make large

2. Have the children echo each English word several times until they pronounce it well.

3. Ask the following questions:

   a. Would a house in the middle of the city ordinarily be called a villa?

   b. Is Philadelphia a village?

   c. Does this school have a janitor?

   d. What does a janitor do?

   e. What is a magnifying glass?

4. Have the children echo the new derivatives chorally and individually.

5. Ask the children to relate the following English words to their Latin roots and to explain the meaning of each English word: altitude, horticulture, magnitude, pulchritude.

LECTIO LVIII

Specific Objectives

To review aurally and orally the following English derivatives in terms of their Latin roots:

maternal, ma, paternal, pa, salve, discipline, disciple, olive, aqualung, aquatic, sedentary, urn, Pisces, vineyard, lava, lavatory, vest, vestment, novel, novice, aquarium, aqua, edible, bib.

Activities

1. Play "Derivative Echo" using the above words. See Lectio XVI for directions.
2. Have the class echo chorally and individually the words listed under Specific Objectives.

LECTIO LIX

Specific Objectives

To review aurally and orally the derivatives listed in the Specific Objectives of Lectio LVIII.

Activities

1. Ask the following questions:
   a. What is maternal love?
   b. What is paternal love?
   c. Who would use an aqualung?
   d. Who would wear a vestment?
   e. Is ice cream edible?
   f. What is salve used for?
   g. What is an urn?
   h. What color is aqua?
   i. What would be a novel approach to something?
   j. Where would you find Pisces?
   k. What is a sedentary person?
   l. Where does one buy olives?
   m. True or false: Swimming is an aquatic sport.
   n. Where does lava come from?
   o. What is a vest?
   p. Does this school have a lavatory?

Expand upon each question as the need arises.

2. Tell the children that you will say a Latin word and see if they can provide an English derivative. Call on volunteers for this. Use the following Latin words:

   mater, pater, puer, oliva, aqua, bibit, sedet, urna, piscis, vinum, lavat, vestis, novus.

3. Have the children echo the English derivatives listed in the Specific Objectives of Lectio LVIII. Have them echo the Latin root of each word.

LECTIO LX

Specific Objectives

To teach the children to read and to write the following English derivatives with their Latin roots and meanings: ma, maternal, paternal, salve, disciple, discipline, aqualung, aquatic, sedentary, urn, Pisces, vineyard.

Activities

1. Tell the children that today they are going to learn to read and write some of the English derivatives they have been learning to say along with their Latin roots and meanings.

2. Put the following chart on the chalkboard. Elicit information from the students. Explain each word as you go along. After each word is completed have a child read the word, its etymology, and its meaning. The children should not write while you are speaking. When all the words are on the board have the children copy the chart into their notebooks.

English Derivative Chart

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
maternal	mater "mother"	motherly
ma	mater "mother"	mother
paternal	pater "father"	fatherly
salve	salve "hello"	ointment
disciple	discipuli "students"	student
discipline	discipuli "students"	to train in good behavior; training
olive	oliva "olive"	a kind of small fruit with a hard stone
aqualung	aqua "water"	device used by divers for breathing underwater
aquatic	aqua "water"	growing or living in water; taking place in water
sedentary	sedet "sits"	fond of sitting; used to sitting
urn	urna "jug"	a kind of vase

English Derivative Chart (Continued)

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
vineyard	vinum "wine"	a place planted with grapevines
Pisces	piscis "fish"	one of the constellations having the shape of a fish

The teacher should budget his time in such a way as to allow the children the opportunity to copy the chart within the regular time. If necessary this Lectio may be broken down into 2 separate Lectiones.

LECTIO LXI

Specific Objectives

To teach the children to read and to write the following English derivatives with their Latin roots and meanings: lava, lavatory, vest, vestment, novel, novice, aquarium, aqua, edible, bib, village, villa, janitor, altitude, horticulture, magnify, magnitude, pulchritude.

Activities

1. Tell the children that today they are going to learn to read and write some more of the English derivatives they have been learning along with their Latin roots and meanings.
2. Put the following chart on the chalkboard. Follow the same procedures as in Lectio LX.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
lava	lavat "washes"	liquid rock
lavatory	lavat "washes"	bathroom
vest	vestis "garment"	a short, sleeveless shirt-like garment
vestment	vestis "garment"	a garment, particularly one used in a religious ceremony
novel	novus "new"	new
novice	novus "new"	someone new at a job or function
village	villa "country house"	a group of houses in the country
villa	villa "country house"	country house
janitor	janua "door"	a doorkeeper or person who takes care of a building
altitude	alta "high"	height
horticulture	hortus "garden"	gardening
magnify	magna "large"	to make large

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
magnitude	magna "large"	largeness
pulchritude	pulchra "beautiful"	beauty

LECTIO LXII

Specific Objectives

1. To teach the following utterances involving adjectives:

Qualis janua est?	Janua alta est. Janua longa est. Janua magna est. Janua pulchra est.
Qualis fenestra est?	Fenestra alta est. Fenestra longa est. Fenestra magna est. Fenestra pulchra est.

2. To discuss briefly what the various rooms were like in the house of Marcus and Julia.

Activities

1. Show the picture of the Roman house. Point to the door. Ask Qualis janua est? Give the various answers listed above. Then elicit the answers from the children in the usual fashion. Use gestures to clue children when necessary.

2. Point to a window in the picture. Ask Qualis fenestra est? Give the various answers listed above. Then elicit the answers from the children in the usual fashion. Use gestures to clue children when necessary.

3. Tell the children that the kitchen in the house of Marcus and Julia had a fireplace, portable stove, and cooking utensils. The house of Marcus and Julia had two dining rooms - one warmed by the sun for winter and another in the shade for the summer. Often the family would eat outside in the garden. The house also had a library where papyrus roll books were kept. The sleeping rooms were very small and on each side of the atrium. Except for a bed, there would be very little else in them. Furnaces were not needed in Italy but in Roman Britain and other parts of the Empire they were common. Each house also had a shrine or two, one of which was located in the atrium.

4. Ask Qualis janua est? and Qualis fenestra est? Elicit the various answers.

LECTIO LXIII

Specific Objectives

To discuss briefly what apartment buildings were like.

Activities

1. Tell the children that up till now they have been concerned with the single homes of people like the family of Marcus and Julia. In today's lesson they will consider what apartment living was like.

2. Show them a picture of a residential street scene in ancient Rome. Tell them that ancient Rome - just like modern Philadelphia - had its apartments. Many people lived in apartments. The apartment buildings were sometimes 6 or 7 stories high. They did not have many of the conveniences we have. There was no gas or electricity or running water. The windows of these apartments did not have glass. Sometimes an apartment consisted of one room. The ground floor of an apartment building was often occupied by shops.

3. Tell the children that furniture and decorations in the apartments were very plain. Except for beds and benches and tables people had little else in the way of furniture. The apartment-dwellers did not have the expensive mosaics on their floors that the country villas had. Show them a picture of a floor mosaic. Comment on it. Mention that country villas often had ceilings of gold and ivory. Apartments had plain wood stucco ceilings. Country villas had paintings and mosaics on their walls. Apartments had plain wood or stucco walls.

4. Ask the following questions:

   a. What were apartments like in ancient Rome?

   b. What conveniences that we have were missing in ancient Roman apartments?

   c. What was usually on the ground floor of apartment buildings?

   d. What were furniture and decorations like in the apartments?

LECTIO LXIV

Specific Objectives

1. To review the following Latin utterances presented in this Unit:

Quid est?	Villa est. Hortus est. Janua est. Fenestra est.
Qualis villa est?	Villa alta est. Villa longa est. Villa magna est. Villa pulchra est.
Qualis janua est?	Janua alta est. Janua longa est. Janua magna est. Janua pulchra est.
Qualis fenestra est?	Fenestra alta est Fenestra longa est. Fenestra magna est. Fenestra pulchra est.

2. To review the Latin utterances presented in Units 3 and 4. (See Lectio LII for a listing.)

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for directions. The gamemaster should restrict himslef to the Latin utterances found in the Specific Objectives of this Lectio. Pictures or role playing should be used when necessary.

LECTIO LXV

Specific Objectives

1. To review the Latin utterances indicated in the Specific Objectives of Lectio LXIV.
2. To review some of the salient ideas on Roman houses presented in this Unit.

Activities

1. Ask the following questions:
   a. What was the house of Marcus and Julia like?
   b. How are we able to know about ancient Roman houses?
   c. What is archaeology?
   d. What were the dining facilities like in the house of Marcus and Julia?
   e. What were the apartments of many of the Roman people like?
   f. What conveniences that we have did Roman houses and apartments lack?
2. Play "Right Reply". See Lectio XI for directions.

UNIT 6

THE TOYS, PETS, AND GAMES OF MARCUS AND JULIA

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Some background on the toys, pets, and games of Roman children.
2. The Latin names of some of the toys Roman children used.
3. The Latin names of some of the pets Roman children kept.
4. Some 3rd person singular verbs associated with games and toys.
5. Interrogative utterances requiring affirmative or negative replies.
6. The cardinal numerals 1-10 in a brief Latin song.
7. A Latin motto involving lexical items presented in this Unit.
8. English derivatives connected with the Latin utterances.

LECTIO LXVI

Specific Objectives

1. To teach the Latin words for ball, doll, cart, and dice in the following utterances:

> Pila est.
> Quid est? Pila est.
>
> Pupila est.
> Quid est? Pupila est.
>
> Currus est.
> Quid est? Currus est.
>
> Alea est.
> Quid est? Alea est.

2. To give the children some background on Roman dolls, balls, carts, dice and other toys.

Activities

1. Tell the children that they are going to learn in this Unit about the toys, pets, and games of Marcus and Julia. In today's lesson they will learn about some of the toys that Marcus and Julia used.

2. Show them a picture of Roman children playing ball. If possible show them a plain rubber ball about 7" in diameter. Explain that the Romans used similar balls. Point to the ball and say Pila est. Ask the question Quid est? and supply the answer Pila est. Then ask a child the question and elicit the answer. Do this with several children.

3. Show the children a picture of a Roman doll or an actual model. Point to the doll and say Pupila est. Ask the question Quid est? and supply the answer Pupila est. Then ask a child the question and elicit the answer. Do this with several children.

4. Follow a similar process in teaching Currus est and Alea est in response to Quid est? Use pictures or actual models. The teacher might suggest that the children make models of Roman toys as a project.

5. Tell them that Roman boys like Marcus liked to play games with balls, carts, and dice. They also enjoyed hobby horses, tops, stilts, and hoops. The great poet Horace says that boys enjoyed hitching mice to toy carts. They used smooth pebbles and nuts the way modern boys use marbles.

6. Tell them that Roman girls like Julia had rag dolls and dolls of clay or wax. Some of these had jointed arms and legs. They also played with jacks. Both boys and girls seem to have played games like blindman's buff, hide and seek, and seesaw games.

7. Finish class by showing appropriate pictures or models and asking Quid est? Elicit the following answers:

> Pila est.
> Pupila est.
> Currus est.
> Alea est.

LECTIO LXVII

Specific Objectives

1. To review the following utterances:

Quid est?	Pila est.
	Pupila est.
	Currus est.
	Alea est.

2. To review the background on Roman dolls, balls, carts, dice, and other toys.

Activities

1. Show the appropriate pictures or models and ask Quid est? Elicit the following answers:

Pila est.
Pupila est.
Currus est.
Alea est.

2. Ask the following questions:
   a. What kinds of games did the Roman children play?
   b. Did Roman girls play with dolls? What kinds of dolls?
   c. Did Roman boys play with mice? How?
   d. Did Roman children like to play with balls?
   e. Compare Roman toys and games with American toys and games.

3. Have a child point to the pictures or models and ask the questions Quid est? Have the child, in other words, assume the role of the teacher and elicit answers from the class.

LECTIO LXVIII

Specific Objectives

To introduce interrogative utterances requiring an affirmative or negative answer in the following terms:

Est-ne pila?
Ita. Pila est.
Minime. Pila non est
Est-ne pupila?
Ita. Pupila est.
Minime. Pupila non est.
Est-ne currus?
Ita. Currus est.
Minime. Currus non est.

Est-ne alea?
Ita. Alea est.
Minime. Alea non est.

Activities

1. Hold up a picture of a ball or an actual ball. Ask the question Est-ne pila? Then pretend to be a child and supply the answer Ita. Pila est. Repeat the process until a child is able to provide the answer. Address the question to several children. Tell them that Est-ne pila? in English means "Is this a ball?" The answer Ita. Pila est means "Yes, it is a ball."
2. Use the pictures of the doll, the chariot, and the dice to elicit affirmative replies to the following questions: Est-ne pupila? Est-ne currus? Est-ne alea?
3. Tell the children that they will now learn to say "no" to the same set of questions. Hold up the picture of the doll, the cart, or the die and say Est-ne pila? Supply the answer Minime. Pila non est. Then repeat the question and elicit the answer from the children in the usual fashion.
4. Follow the same general procedure as indicated in Activity #3 in eliciting negative replies to the questions.
5. End class with rapid-fire questions requiring both affirmative and negative replies.

LECTIO LXIX

Specific Objectives

To review the interrogative utterances requiring an affirmative or negative answer along with previously presented lexical items as follows:

Est-ne pila?	Ita. Pila est.
	Minime. Pila non est.
Est-ne pupila?	Ita. Pupila est.
	Minime. Pupila non est.
Est-ne currus?	Ita. Currus est.
	Minime. Currus non est.
Est-ne alea?	Ita. Alea est.
	Minime. Alea non est.
Est-ne villa?	Ita. Villa est.
	Minime. Villa non est.
Est-ne hortus?	Ita. Hortus est.
	Minime. Hortus non est.
Est-ne janua?	Ita. Janua est.
	Minime. Janua non est.
Est-ne puer?	Ita. Puer est.
	Minime. Puer non est.
Est-ne puella?	Ita. Puella est.
	Minime. Puella non est.
Est-ne mater?	Ita. Mater est.
	Minime. Mater non est.

Est-ne panis?	Ita. Panis est.
	Minime. Panis non est.
Est-ne piscis?	Ita. Piscis est.
	Minime. Piscis non est.
Est-ne vinum?	Ita. Vinum est.
	Minime. Vinum non est.
Est-ne aqua?	Ita. Aqua est.
	Minime. Aqua non est.

Activities

Tell the children that they will play the game "Right Reply". See Lectio XI for directions. Tell the children that in today's game they will be restricted to "yes" and "no" answers. Before beginning the game perhaps you should quickly remind the children of how to answer negatively and affirmatively by asking a sample question and supplying a positive and negative answer. In playing "Right Reply" restrict yourself to the questions given in the Specific Objectives of this Lectio.

LECTIO LXX

Specific Objectives

1. To teach the children some verbs associated with games and toys in the following structures:

Marcus ludit.
Quid agir Marcus? Marcus ludit.
Marcus currit.
Quid agit Marcus? Marcus currit.
Marcus ambulat.
Quid agit Marcus? Marcus ambulat.
Marcus salit.
Quid agit Marcus? Marcus salit.

2. To review the background on Roman dolls, balls, carts, dice, and other toys.

Activities

1. Show a picture of Marcus throwing a ball or playing a game. Tell the children Marcus ludit. Ask the question Quid agit Marcus? Supply the answer Marcus ludit. Ask a child the question. Elicit the answer. Do this with several children. Another approach is to select a child from the class and ask him to bounce a ball. Then point to the child and say Joannes ludit or Maria ludit, etc. In other words use "live models" instead of pictures.

2. Show a picture of Marcus running. Say to the children Marcus currit. Ask the question Quid agit Marcus? Supply the answer Marcus currit. Ask a child the question and elicit the answer. Do this with several children.
   Instead of a picture you may wish to use "live models."

3. Follow a similar process in teaching Marcus ambulat and Marcus salit in response to the question Quid agit Marcus?

4. Ask the following questions:

   a. What kinds of toys did Roman boys play with?

   b. What kind of toys did Roman girls play with?

   c. Did Roman children play games like modern children?

5. Finish class by using appropriate pictures or "live" models and asking Quid agit Marcus? Elicit the following answers:

> Marcus ludit.
> Marcus currit.
> Marcus ambulat.
> Marcus salit.

LECTIO LXXI

Specific Objectives

1. To teach the children how to count in Latin from 1-10 in the following song sung to the tune of "Ten Little Indians."

> Unus, duo, tres Romani.
> Quattuor, quinque, sex Romani.
> Septem, octo, novem Romani.
> Et decem Romani.

2. To review the new verbs presented in Lectio XXV (ludit, currit, ambulat, salit).

Activities

1. Tell the children that they are going to learn to count from 1-10 in Latin and to sing a song similar perhaps to the songs Roman children sang when they played catch games with balls. Call a child to the front of the classroom. Throw ball to him and sing through the song "Unus, Duo, Tres" or play Tape #4. The ball should be thrown at each cardinal numeral.

2. Invite another child to the front. Continue to sing or play the song while playing catch with the child.

3. Have the children sing along while the above process is repeated several times.

4. At some point in the class ask the question Quid agit Marcus? while showing the pictures of Marcus playing running, walking, and jumping. Elicit the answers Marcus ludit, Marcus currit, Marcus ambulat, and Marcus salit.

LECTIO LXXII

Specific Objectives

1. To review all 3rd person action verbs thus far presented in the following utterances in response to the question Quid agit puer?

Puer ludit.
Puer currit.
Puer ambulat.
Puer salit.
Puer sedet.
Puer recumbit.
Puer edit.
Puer bibit.

2. To review the song "Unus, Duo, Tres."

Activities

1. Start class by saying Cantemus carmen "Unus, Duo, Tres." Then have the group sing while you are playing catch with one of the children.
2. Play the "Quid Agit?" game. See Lectio XXVI for directions. Use all the verbs listed above under Specific Objectives of this Lectio.

LECTIO LXXIII

Specific Objectives

1. To teach the names of some of the pets that Roman children had in the following utterances:

Canis est.
Quid est? Canis est.
Felis est.
Quid est? Felis est.
Mus est.
Quid est? Mus est.
Columba est.
Quid est? Columba est.

2. To give the children some background on what Roman pets were like.

Activities

1. Tell the children that today they are going to learn about the pets that Roman children kept.
2. Show the children a picture of a dog. Point to the dog and say Canis est. Then ask the question Quid est? Supply the answer Canis est. Ask the question again and elicit the answer from a child. Repeat this process several times.
3. Follow the same process indicated in #2 for teaching "cat", "mouse", and "dove."
4. Tell the children that Roman boys and girls had a wide variety of pets. Besides dogs and cats brought from Egypt they had doves, pigeons, ducks, sparrows, crows, geese, monkeys, and mice.
5. Tell them that pictures of dogs were favorite floor decorations in antiquity. You might show them a picture of a floor decoration.

6. Finish class by holding up the appropriate pictures and asking Quid est? Elicit the following answers:

Canis est.
Felis est.
Mus est.
Columba est.

LECTIO LXXIV

Specific Objectives

1. To present the following Latin sententia in its historical context:

Alea jacta est.

2. To review affirmative and negative responses to interrogative utterances involving recently presented lexical items as follows:

Est-ne canis?	Ita.	Canis est.
	Minime.	Canis non est.
Est-ne felis?	Ita.	Felis est.
	Minime.	Felis non est.
Est-ne mus?	Ita.	Mus est.
	Minime.	Mus non est.
Est-ne columba?	Ita.	Columba est.
	Minime.	Columba non est.
Est-ne pila?	Ita.	Pila est.
	Minime.	Pila non est.
Est-ne pupa?	Ita.	Pupa est.
	Minime.	Pupa non est.
Est-ne currus?	Ita.	Currus est.
	Minime.	Currus non est.
Est-ne alea?	Ita.	Alea est.
	Minime.	Alea non est.

Activities

1. Hold up the picture of the dice. Ask Quid est? Elicit the answer Alea est. Then tell the children that they are going to learn a famous Latin sentence which means "The dice have been thrown." The sentence in Latin is Alea jacta est! It was first spoken by Julius Caesar after he had made an important decision. Ask if anyone knows anything about Julius Caesar.

   Have the children echo the motto Alea jacta est several times chorally and individually. Tell them that Caesar had to decide whether to lead his army into Italy against the wishes of the Roman senate or not. He decided to go against the wishes of the senate after a period of indecision. Give the English "The die has been thrown" and elicit the Latin as a response to it chorally and individually.

2. Play "Right Reply" but restrict the game to the questions and answers listed in the Specific Objectives of this Lectio. See Lectio XI for details.

LECTIO LXXV

Specific Objectives

1. To discuss briefly the place of singing in the play activities of Roman children.
2. To review the Latin songs and the introduction to them as given below:

Cantemus carmen "Ardet Roma":
Ardet Roma! Ardet Roma! Aquam infunde! Aquam infunde!
Flammae! Flammae! Flammae! Flammae! Flammae! Flammae!
Ding, dong, ding, ding, dong, ding!

Cantemus carmen "Puer Sedet":
Puer sedet, recumbit, recumbit, recumbit.
Puer bibit et edit.
Quid agit puella?

Cantemus carmen "Toga Vestis":
Toga vestis est. Toga vestis est.
Tunica vestis et stola vestis et
tunica vestis est.

Cantemus carmen "Unus, Duo, Tres":
Unus, duo, tres Romani.
Quattuor, quinque, sex Romani.
Septem, octo, novem Romani
Et decem Romani.

Activities

1. Tell the children that Marcus and Julia enjoyed singing just as modern children do - and perhaps even more so because they did not have radios, record players, and televisions and therefore music was a special treat. Tell them that the instruments that sometimes accompanied the singing were flutes and stringed instruments called lyres. They enjoyed singing. Probably some of the songs Roman children sang while playing games were similar to those we have been singing in class. Tell them that the Romans did not write their music down or record it. Therefore, we can only guess at what it sounded like.
2. Tell them that they are now going to sing through all the Latin songs learned thus far.

   Introduce each song in the usual fashion. Be sure that all of the songs are sung through at least once.
3. Perhaps "Ardet Roma" and "Toga Vestis" might be sung as rounds.

LECTIO LXXVI

Specific Objectives

The Specific Objectives for this Lectio are the same as for Lectio LXXV.

Activities

1. Start class with singing through of all four songs. Those which the children seem to enjoy particularly should be sung several times.
2. Ask the children to tell you what each song is about. Don't ask for translations of the songs.
3. Ask the following questions:
   a. Why did the Roman children probably enjoy singing more than modern American children?
   b. What were some of the musical instruments that accompanied them in singing?
   c. Did Roman children sing songs similar to those which we have been singing?
   d. Did the Romans write their music down or record it?
4. End class with the singing through of all the songs - some perhaps in rounds.

LECTIO LXXVII

Specific Objectives

To present aurally and orally the following English derivatives from new lexical items in this Unit: amble, pupil, puppet, canine, feline, unite, unify, unification, duet, dual.

Activities

1. Have the children echo each English word in the chart below. Ask if they know the meaning of each word. Explain each word in terms of its etymology. Avoid writing on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
amble	ambulat "walk"	to walk casually
pupil	pupila "doll"	person taught in school; black spot in the eye
puppet	pupila "doll"	a small doll
canine	canis "dog"	of a dog, dog-like; a dog
feline	felis "cat"	of a cat, cat-like; a cat
unify	unus "one"	to make one
unification	unus "one"	making one
unite	unus "make one"	to make one
duet	duo "two"	a piece of music to be sung or played by two people; two musicians playing together
dual	duo "two"	double, twofold

2. Ask the following questions:

   a. What is the canine corps?

   b. What is feline fur?

   c. What does a puppet look like?

   d. Does the word "unite" mean the same as the word "unity"?

   e. True or false: Unification means "making one".

   f. What would be a dual problem?

   g. How many people are needed to sing a duet?

   h. What would it mean to say that a cowboy ambled into town?

   i. What part of the eye is called the pupil?

3. Have the children echo each new English word chorally and individually in order to assure good pronunciation.

4. At some point explain to the children that the black spot in the center of the eye is called the pupil - from pupila "doll" because people thought they saw dolls on the black spot. Actually they saw reflections.

LECTIO LXXVIII

Specific Objectives

To present aurally and orally the following English derivatives from new lexical items in this Unit: trio, triple, triangle, quadrilateral, quintuplet, quintet, sextet, octet, octopus, decimal.

Activities

1. Have the children echo each English word in the chart below. Ask if anyone knows the meaning of each word. Explain each word in terms of its etymology. Avoid writing on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
trio	tres "three"	a group of three
triple	tres "three"	having three sides; a hit in baseball
triangle	tres "three"	3-sided figure
quadrilateral	quattuor "four"	a 4-sided object
quintuplet	quinque "five"	one of 5 children born at the same time from the same mother
quintet	quinque "five"	a group of 5 musicians or singers

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
sextet	sex "six"	a group of 6 musicians or singers
octet	octo "eight"	a group of 8 musicians or singers
octopus	octo "eight"	a sea creature with 8 tentacles
decimal	decem "ten"	based on 10

2. Ask the following questions:

   a. How many would you find in a quintet? In a sextet? In an octet? In a trio?

   b. On what number is the decimal system based?

   c. Are quintuplets very common? What is a quintuplet?

   d. True or false: An octopus makes a nice pet and is commonly found in American homes.

   e. Describe an octopus.

   f. True or false: A square is a quadrilateral.

   g. How many bases does a baseball player advance when he hits a triple?

3. Have the children echo each new English word chorally and individually.

LECTIO LXXIX

Specific Objectives

To review the following English derivatives: amble, pupil, puppet, canine, feline, unite, unify, unification, duet, duo, trio, triple, triangle, quadrilateral, quintuplet, quintet, sextet, octet, octopus, decimal.

Activities

Play "Derivative Echo." See Lectio XVI for details.

LECTIO LXXX (Unit Review)

Specific Objectives

1. To review the following Latin structures presented in this Unit:

Quid est?	Pila est.	Canis est.
	Pupila est.	Felis est.
	Currus est.	Mus est.
	Alea est.	Columba est.

Estne pila?	Ita. Pila est. Minime. Pila non est.
Estne pupila?	Ita. Pupila est. Minime. Pupila non est.
Estne currus?	Ita. Currus est. Minime. Currus non est.
Estne alea?	Ita. Alea est. Minime. Alea non est.
Estne canis?	Ita. Canis est. Minime. Canis non est.
Estne felis?	Ita. Felis est. Minime. Felis non est.
Estne mus?	Ita. Mus est. Minime. Mus non est.
Estne columba?	Ita. Columba est. Minime. Columba non est.
Quid agit Marcus?	Marcus ludit. Marcus currit. Marcus ambulat Marcus salit.
Cantemus carmen "Unus, Duo, Tres."	Unus, duo, tres Romani. Quattuor, quinque, sex Romani. Septem, octo, novem Romani et decem Romani.
Alea jacta est!	Alea jacta est!

2. To review the following utterances presented in Unit 5.

Quid est?	Villa est. Hortus est. Janua est. Fenestra est.
Qualis villa est?	Villa alta est. Villa longa est. Villa magna est. Villa pulchra est.
Qualis janua est?	Janua alta est. Janua longa est. Janua magna est. Janua pulchra est.

Qualis fenestra est?	Fenestra alta est. Fenestra longa est. Fenestra magna est. Fenestra pulchra est.

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for directions. The gamemaster should restrict himself to the Latin utterances found in the Specific Objectives of this Lectio. Use pictures where needed.

LECTIO LXXXI (Unit Review)

Specific Objectives

1. To review the background on toys, pets, and games of Roman children.
2. To review the Latin utterances found in the Specific Objectives of Lectio LXXX.

Activities

1. Ask the following questions:
   a. What kinds of games did the Roman children play?
   b. Did Roman girls play with dolls?
   c. Did Roman children like to play with balls?
   d. Did Roman boys play with mice? How?
   e. Did Roman children like music and songs?
   f. Compare Roman toys and games with American toys and games?
2. Play "Right Reply." See Lectio XI for directions. The gamemaster should restrict himself to the Latin utterances found in the Specific Objectives of Lectio LXXX.

UNIT 7

THE EDUCATION OF MARCUS AND JULIA

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on Roman educational practices.
2. The reading of a Latin language map of Europe with accompanying questions and answers and background information on the map.
3. An introduction to mythology as part of the education of Roman children.
4. Some lexical items connected with school and education.
5. Some English derivatives connected with new lexical items.

LECTIO LXXXII

Specific Objectives

To give the children some background on how Roman boys and girls received an education.

Activities

1. Tell the children that in this Unit they are going to be learning about the education of Marcus and Julia.

2. Ask the children if they think they would like to have more holidays from school. Tell them that Roman boys like Marcus probably had many more holidays than modern American children. Tell them that Roman girls like Julia usually did not go to school at all; all the education they got was at home.

3. Tell the children that the Romans did not have a public school system and did not have school buildings as we do. All schools were private rather than public. Some Roman teachers received no pay at all while others depended on the generosity of parents. Classes were often held out of doors on the steps of a building, in a garden, or in a park. Sometimes classes met in private homes.

4. Show them a picture of a wax tablet and a scroll. Tell them that the Romans did most of their writing in scrolls or on wax tablets. They did not ordinarily use books like ours. When Marcus learned to write in school he practiced on a wax tablet with a sharp instrument (stylus).

5. Ask the children if anyone knows how the Romans wrote numbers. Have someone put Roman numerals I-X on the chalkboard. Ask if anyone remembers how to count in Latin from 1-10. Ask the children if they think it is hard or easy to add, subtract, multiply, and divide Roman numerals.

6. Show the children the specimen of Greek writing from the Instructional Kit (ἄριστον μὲν ὕδωρ) or write the Greek on the chalkboard. Ask the children what language and alphabet they think this is. After establishing that it is Greek tell them that Roman children studied Greek in school - often while they were young. The Romans recognized the importance of language study. Tell them that the Greek phrase translates into Latin Optimum aqua est. Ask who remembers what Optimum aqua est means. Write the phrase on the chalkboard since the children have already learned to read it. Pronounce the Greek for them. It transliterates into Latin characters thus, of course: ariston men hudor.

7. Ask the children the following questions:

   a. Did the Romans have a public school system?

   b. Where was class frequently held in ancient Roman times?

   c. What foreign language did Marcus learn in school?

   d. How did Julia get her education?

   e. On what did Marcus practice writing?

   f. What did the Romans usually use in place of books?

g. How did the Romans write numbers?

h. Where do we use Roman numerals?

LECTIO LXXXIII

Specific Objectives

1. To give more background on Roman schools and practices associated with school.
2. To teach the following Latin utterances describing Marcus in school:

Quid agit Marcus?	Marcus audit.
	Marcus dicit.
	Marcus legit.
	Marcus scribit.

Activities

1. Tell the children that when Marcus went to school and came home he was escorted by a family slave known as a paedagogus. The paedagogus had to keep Marcus out of mischief to and from school and had the right to punish the boy. Have the children echo the word paedagogus chorally several times.
2. Tell the children that teachers put a lot of emphasis on rote memorization. Roman boys learned to recite very long poems from memory. Memorizing was thought to be good training. Often it was necessary because reading materials were not as plentiful in ancient times as they are today.
3. Tell the children that later on in his life Marcus would be expected to study in Greece itself. Point to Greece on the map. Tell them that going to Greece for a Roman was like going to college for an American. Greece was a center of learning and culture.
4. Tell the children that they are now going to learn to describe Marcus as he listens to his teacher, as he speaks, and as he reads and writes. Show a picture of Marcus listening to his teacher and ask Quid agit Marcus? Supply the answer Marcus audit. Repeat this process and then elicit the answer from the children chorally and individually.
5. Use appropriate pictures to teach Marcus dicit, Marcus legit, and Marcus scribit.
6. Ask the following questions:
   a. True or false: The job of the paedagogus was to escort Marcus to and from school.
   b. True or false: Teachers in Roman schools emphasized memory work.
   c. Where would Marcus go to study eventually?
   d. Why did Roman teachers emphasize memory work more than we do today?

LECTIO LXXXIV

Specific Objectives

1. To review the following utterances:

Quid agit Marcus?	Marcus audit. Marcus dicit. Marcus legit. Marcus scribit.

2. To teach the following utterances:

Auditne Marcus?	Ita. Marcus audit. Minime. Marcus non audit.
Dicitne Marcus?	Ita. Marcus dicit. Minime. Marcus non dicit.
Legitne Marcus?	Ita. Marcus legit. Minime. Marcus non legit.
Scribitne Marcus?	Ita. Marcus scribit. Minime. Marcus non scribit.

Activities

1. Start class by asking the question Quid agit Marcus? Show a picture of Marcus listening to the teacher and say Marcus audit. Repeat this process and then elicit the answer from the children chorally and individually.
2. Use appropriate pictures to review Marcus dicit, Marcus legit, and Marcus scribit.
3. Then show the picture of Marcus listening to the teacher and ask Auditne Marcus? Supply the answer Ita. Marcus audit. Then elicit the answer from the children in the usual fashion. Show the "wrong" picture to teach the response Minime. Marcus non audit.
4. Teach Dicitne Marcus?, Legitne Marcus?, and Scribitne Marcus? and the responses in the same fashion. If necessary give the English meaning of a question.
5. Finish class with a rapid-fire review of all the questions.

LECTIO LXXXV

Specific Objectives

To review the utterances presented in Lectiones LXXXIII and LXXXIV in the following terms:

Quid agit magister?	Magister audit. Magister dicit. Magister legit. Magister scribit.
Auditne magister?	Ita. Magister audit. Minime. Magister non audit.
Dicitne magister?	Ita. Magister dicit. Minime. Magister non dicit.
Legitne magister?	Ita. Magister legit. Minime. Magister non legit.
Scribitne magister?	Ita. Magister scribit. Minime. Magister non scribit.

(N. B. Female teachers should substitute magistra for magister in all of the above and wherever else necessary in this Curriculum Guide.)

Activities

In general follow the suggestions under Activities in Lectio LXXXIV but substitute a "live" actor (viz., yourself or a child) for the pictures.

LECTIO LXXXVI

Specific Objectives

To teach the following dialogue:

Magister:	Ubi est Roma?
Marcus:	Roma est in Italia.
Magister:	Ubi est Italia?
Marcus:	Italia est in Europa.
Magister:	Ubi est Gallia?
Marcus:	Gallia est in Europa.
Magister:	Ubi est Hispania?
Marcus:	Hispania est in Europa.
Magister:	Ubi est Graecia?
Marcus:	Graecia est in Europa.

Activities

1. Tell the children that Marcus learned about geography in school just as they do. In today's class they will act out a scene involving Marcus and his teacher.

2. Appoint a child to act out the part of Marcus. Ask him the questions. Supply the answers and have the child repeat where necessary. Use a map to point to the places when asking and answering questions.

3. Have other children assume the part of Marcus. Perhaps a child can assume the part of the teacher.

4. Have the class as a whole give the responses to the questions.

5. Point to the places on the map while just saying the Latin names, viz., Roma, Italia, Gallia, Europa, Hispania, Graecia.

LECTIO LXXXVII

Specific Objectives

1. To review the lexical items presented in Lectio LXXXVI in the following terms:

Estne Roma in Italia?	Ita. Roma est in Italia.
Estne Italia in Europa?	Ita. Italia est in Europa.
Estne Gallia in Europa?	Ita. Gallia est in Europa.
Estne Hispania in Europa?	Ita. Hispania est in Europa.
Estne Graecia in Europa?	Ita. Graecia est in Europa.
Estne Hispania in Italia?	Minime. Hispania non est in Italia.
Estne Graecia in Italia?	Minime. Graecia non est in Italia.

2. To make children aware of the extent and size of the Roman Empire.

Activities

1. Ask each question of the class as a whole and elicit the answer in the usual fashion. Point to the places mentioned on the map.

2. Ask individual children each question and elicit the answer in the usual fashion.

3. Have children volunteer to ask the question.

4. Hold up the map of the Roman Empire. Tell the children that in the days of Marcus and Julia the world was very different from our world in at least one very important respect, viz., many areas that are now independent nations were then part of one vast nation or country called the Roman Empire. Greece, Spain, France, Italy, and many other areas were part of this vast empire with its capital in Rome. In school Marcus would learn where the various parts of this Empire were and how this Empire had grown so great and powerful.

LECTIO LXXXVIII

Specific Objectives

1. To teach the following dialogue:

Mater:	Ubi est Carthago?
Julia:	Carthago est in Africa.

Mater:	Ubi est Libya?
Julia:	Libya est in Africa.
Mater:	Ubi est Aegyptus?
Julia:	Aegyptus est in Africa.
Mater:	Ubi est Mauritania?
Julia:	Mauritania est in Africa.

2. To explain to the children briefly how Roman girls were educated.

Activities

1. Tell the children that Julia got most of her education at home from her mother Cornelia. Besides being taught sewing, cooking, and household management she was taught to speak, read, and write Latin and Greek correctly. Sometimes she would get a lesson in geography from her mother. Tell the children that in today's class they will act out a scene involving Julia and her mother in a geography lesson.
2. Appoint a child to act out the part of Julia. Ask her the questions. Supply the answers and have the child repeat where necessary. Use a map to point to the places when asking and answering questions.
3. Have other children assume the part of Julia. Perhaps a child can assume the part of the mother.
4. Have the class as a whole give the responses to the questions.
5. Point to the places on the map while just saying the Latin names, viz., Carthago, Africa, Aegyptus, Mauritania.

LECTIO LXXXIX

Specific Objectives

1. To review the lexical items presented in recent Lectiones in the following terms:

Estne Carthago in Africa?	Ita. Carthago est in Africa.
Estne Libya in Africa?	Ita. Libya est in Africa.
Estne Aegyptus in Africa?	Ita. Aegyptus est in Africa.
Estne Mauritania in Africa?	Ita. Mauritania est in Africa.
Estne Italia in Africa?	Minime. Italia non est in Africa.
Estne Gallia in Africa?	Minime. Gallia non est in Africa.
Estne Hispania in Africa?	Minime. Hispania non est in Africa.
Estne Graecia in Africa?	Minime. Graecia non est in Africa.

2. To explain briefly the importance of Africa in the Roman Empire.

Activities

1. Ask each question of the class as a whole and elicit the answer in the usual fashion. Point to the places mentioned on the map.
2. Ask individual children each question and elicit the answer in the usual fashion.

3. Have children volunteer to ask the questions.

4. Hold up the map of the Roman Empire. Point to Africa. Tell them that Africa was a very important part of the Roman Empire. In Roman times much of what is now desert was flourishing farm land. Great cities such as Carthage were centers of trade and learning. Great writers and statesmen came from Africa - including several Roman emperors. People came from Italy to settle in Africa. Before Carthage and Egypt became part of the Roman Empire they were centers of great civilizations.

LECTIO XC

Specific Objectives

To read the Latin language map of the Roman Empire below along with the accompanying questions.

I. Ubi est Roma?

II. Ubi est Italia?

III. Ubi est Carthago?

IV. Ubi est Mauritania?

V. Ubi est Gallia?

VI. Ubi est Hispania?

VII. Ubi est Aegyptus?

VIII. Ubi est Graecia?

IX. Ubi est Libya?

LECTIO XC (cont'd)

Activities

1. Tell the children that they are going to learn to read a Latin language map of the Roman Empire and to answer some questions about it. Distribute the reader Legite Latine containing the map and questions found under the Specific Objectives of this Lectio.
2. Tell the children to read the words on the map silently for a few minutes. Then call on a child to pronounce all the words on the map aloud.
3. Next tell the children to read the questions silently. Then call on children to read the questions aloud. Following this have the questions answered orally with constant reference to the map.
4. Have the questions read in chorus. After each question have individuals answer orally in Latin.

LECTIO XCI

Specific Objectives

1. To teach what myths are and something of their importance in Roman education.
2. To familiarize the children with the following gods and goddesses: Jupiter, Juno, Ceres, Neptune, Pluto, Vesta.

Activities

1. Tell the children that when Marcus went to school he read a lot about myths and heard a lot about them. Ask if anyone knows what a myth is. If not tell them that it is a story or legend often about gods and goddesses. Tell them that the Romans and Greeks loved to write poems and stories about the gods and goddesses. In the early days of the Roman nation educated people took these myths very seriously and used them to explain nature around them. The sun, the moon, the wind, the stars, fire, water, etc., were all identified with gods and goddesses. By the time of Marcus and Julia most educated people thought of the myths as beautiful or interesting stories that every cultured person should know.
2. Tell the children that Marcus in school and Julia at home studied about the important gods and goddesses. One important god was Jupiter. Have the children echo his name (in English) several times. Ask if anyone knows anything about him. You are trying, of course, to elicit the answer that he was king of the gods and the husband and brother of Juno who was queen of the gods. Other facts that might be brought out are his residence on Mt. Olympus and his use of thunderbolts.
3. Ask if anyone knows anything about Neptune. If not tell them that he was Jupiter's brother and the king of the sea. Have them echo Neptune's name several times. Show them a picture if possible of Neptune holding his trident. Ask them if they know of anything in the sky named for him. You are looking, of course, for the planet Neptune.

4. Ask if anyone knows who the goddess Ceres was. If not ask what cereal is. Tell them that cereal was named for Ceres, the goddess of grain. Ceres' job was to make the grain grow. She was the sister of Jupiter. Have them echo Ceres' name.

5. Tell them that Vesta, the sister of Jove, was the goddess of fire and hearth. Ask if anyone knows what a hearth is. Ask if the children have ever seen a fireplace. Ask why fireplaces were more important in ancient times than now.

6. Ask them what they know about Pluto. Ask them if they knew of anything in the sky named for him. You are looking, of course, for the planet Pluto. Tell them that Pluto was king of Hades, the kingdom of the dead. This was the place to which most people went after dying. Pluto was also Jupiter's brother.

7. Ask the following questions:

   a. The queen of the gods was _____.

   b. The king of the sea was _____.

   c. The goddess for whom cereal was named is _____.

   d. Vesta was the goddess of _____.

   e. The king of all the gods was _____.

   f. The kingdom of the dead was ruled by _____.

LECTIO XCII

Specific Objectives

1. To review the importance of myths in Roman education.
2. To review salient ideas presented in Lectio XCI on Jupiter, Juno, Ceres, Neptune, Pluto, and Vesta.

Activities

1. Write the names of the above listed gods and goddesses on the chalkboard. Point to each name and pronounce it. Have the children echo each name.
2. Call on children to tell all they know about each god or goddess listed.
3. Ask whether the following statements are true or false:

   a. When Marcus went to school he learned a lot about myths.

   b. A myth is a story or legend usually about gods and goddesses.

   c. Jupiter was king of all the gods.

   d. Jupiter, Juno, Ceres, Neptune, Pluto, and Vesta were all brothers and sisters.

   e. Neptune was the goddess of grain.

   f. Pluto was the goddess of the hearth.

   g. Vesta was the goddess of the hearth.

   h. Ceres was the goddess of grain.

   i. Juno was the wife of Jupiter.

4. Point to the names on the chalkboard and have the children echo each one.

LECTIO XCIII

Specific Objectives

To introduce aurally and orally the following English derivatives: audible, audio, legible, scribble, diction.

Activities

1. Tell the children that they will learn some new English words derived from recently learned Latin words.
2. Explain each derivative in terms of the chart below. Try to elicit information from the children as far as possible.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
audible	audit - "he hears"	loud enough to be heard
audio	audit "he hears"	of hearing, pertaining to hearing
legible	legit "he reads"	capable of being read
scribble	scribit "he writes"	to write carelessly
diction	dicit "he speaks"	manner of speaking or using words

3. Have the children echo each English word chorally and individually.
4. Ask the following questions:
   a. Is your voice audible?
   b. Suppose the audio portion of a TV program were lost. What would be lost?
   c. What is scribbling?
   d. Is your writing legible?
   e. Is your diction good?
   f. What is diction?

LECTIO XCIV

Specific Objectives

To review aurally and orally the following English derivatives: audible, audio, legible, scribble, diction, amble, pupil, puppet, canine, feline, unite, unify, unification, duet, duo, triangle, trio, triple, quadrilateral, quintuplet, quintet, sextet, octet, octopus, decimal.

Activities

1. Tell the children that they are going to review some new English words that they have been learning.

2. Have the children echo each word in the list given under Specific Objectives above. Have some of the words echoed by individuals as well as by the whole group.

3. Ask the following questions:

   a. When you speak in class is your voice audible?

   b. When you write is your handwriting legible?

   c. Is scribble usually clearly legible?

   d. Do you have good diction?

   e. Do cowboys in Westerns sometimes amble into town?

   f. What is a puppet?

   g. How many singers are needed for a duet? For a trio? For a quintet? For a sextet? For an octet?

   h. What is an octopus?

   i. True or false: A quintuplet is one of 5 children born at the same time from the same mother.

   j. True or false: Meowing is a feline characteristic.

   k. What is a canine corps?

   l. On what number is the decimal system based?

   m. What is unification?

   n. Why is the pupil of the eye so-called?

LECTIO XCV (Unit Review)

Specific Objectives

To review the following Latin utterances presented in this Unit:

Quid agit Marcus?	Marcus audit. Marcus dicit. Marcus legit. Marcus scribit.
Auditne Marcus?	Ita. Marcus audit. Minime. Marcus non audit.
Dicitne Marcus?	Ita. Marcus dicit. Minime. Marcus non dicit.
Legitne Marcus?	Ita. Marcus legit. Minime. Marcus non legit.
Scribitne Marcus?	Ita. Marcus scribit. Minime. Marcus non scribit.
Ubi est Roma? Ubi est Italia? Ubi est Gallia? Ubi est Hispania?	Roma est in Italia. Italia est in Europa. Gallia est in Europa. Hispania est in Europa.

Ubi est Graecia?	Graecia est in Europa.
Ubi est Carthago?	Carthago est in Africa.
Ubi est Libya?	Libya est in Africa.
Ubi est Aegyptus?	Aegyptus est in Africa.
Ubi est Mauritania?	Mauritania est in Africa.
Estne Roma in Italia?	Ita. Roma est in Italia.
Estne Italia in Europa?	Ita. Italia est in Europa.
Estne Gallia in Europa?	Ita. Gallia est in Europa.
Estne Hispania in Europa?	Ita. Hispania est in Europa.
Estne Graecia in Europa?	Ita. Graecia est in Europa.
Estne Carthago in Africa?	Ita. Carthago est in Africa.
Estne Libya in Africa?	Ita. Libya est in Africa.
Estne Aegyptus in Africa?	Ita. Aegyptus est in Africa.
Estne Mauritania in Africa?	Ita. Mauritania est in Africa.
Estne Italia in Africa?	Minime. Italia non est in Africa.
Estne Hispania in Africa?	Minime. Hispania non est in Africa.

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for directions. The gamemaster should restrict himself to the Latin utterances found in the Specific Objectives of this Lectio. Use pictures and the map where necessary.

LECTIO XCVI (Unit Review)

Specific Objectives

1. To review some of the cultural background on Roman education presented in this Unit.
2. To review the Latin utterances listed in the Specific Objectives of Lectio XCV.

Activities

1. Ask the following questions:
   a. How did Julia get her education?
   b. What kind of materials did Marcus and Julia use in place of books?
   c. What foreign language did Marcus and Julia learn?
   d. Did the Romans have a public school system as we do?
   e. Did Roman children study myths?
   f. What is a myth?
   g. What did Roman children learn about geography?
   h. What other subjects did they study?
   i. How were Roman schools different from our schools?
2. Play "Right Reply" for the remainder of the period.

UNIT 8

ENTERTAINMENT FOR THE ROMAN FAMILY

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on chariot racing, the gladiatorial contests, the theater, music, and myth telling as forms of entertainment.
2. Lexical items associated with chariot racing, the gladiatorial contests, the theater, music, and the telling of stories from mythology.
3. The accusative singular form of some of the nouns presented.
4. The concept that word order in Latin is relatively unimportant.
5. A Latin sententia connected with the gladiatorial contests.
6. Some famous myths.
7. English derivatives connected with the myths.
8. A brief Latin song.

LECTIO XCVII

Specific Objectives

1. To discuss briefly chariot racing as a form of amusement among the Romans.
2. To teach the following structures and lexical items connected with chariot racing:

Equus in circo currit.
Quid agit equus? Equus in circo currit.
Auriga in curru stat.
Quid agit auriga? Auriga in curru stat.

Activities

1. Tell the children that in this Unit they are going to be learning about the various forms of entertainment that the Roman family enjoyed. Tell the children that chariot racing was a favorite amusement for the Romans. Show them the EBF Study Print of the Circus Maximus. Explain it briefly. Show the path of the chariots around the circus. Tell them that there were organized racing companies that spent enormous sums to get good horses from Africa and other places. There was betting. A successful chariot driver could become rich and famous in a short time.
2. Ask if any of the children have ever seen a harness race either in person or on TV or in the movies. Ask for a description. Tell them that all members of the Roman family attended chariot races. Seeing a race was very exciting for Julia and Marcus.
3. Show a picture of a chariot driver and a chariot pulled by horses. Point to a horse and say Equus currit. Then ask the question Quid agit equus? Supply the answer Equus currit. Ask the question repeatedly and supply the answer until the class can answer for itself chorally and individually.
4. Point to the chariot driver in the picture and say Auriga in curru stat. Tell the children that this means in English "The driver stands in the chariot". Ask the question Quid agit auriga? Supply the answer. Continue to ask and answer the question until the class can answer for itself.
5. Ask the following questions while pointing to the appropriate parts of the chariot driver picture:

Quid agit equus?
Quid agit auriga?

LECTIO XCVIII

Specific Objectives

1. To review background on chariot racing.
2. To review lexical items and structures presented in Lectio XCVII.
3. To introduce the concept that word order in Latin is relatively unimportant.

Activities

1. Show the picture of the horses pulling the chariot. Ask Quid agit equus? Elicit choral responses and individual responses.
2. Point to the chariot driver in the picture and ask Quid agit auriga? Elicit choral responses and individual responses.
3. Ask the following questions:
   a. Could a successful chariot driver become rich and famous in ancient Rome?
   b. Did the Roman family enjoy watching chariot races?
   c. Did the Romans bet on chariot racing?
   d. How did the chariots run around the Circus Maximus? (Use EBF Study Print of Circus Maximus here.)
4. Ask the question Quid agit equus? with the appropriate picture. Answer it yourself in the following six ways with proper emphasis and intonation:

Equus in circo currit.	In circo equus currit.
Equus currit in circo.	In circo currit equus.
Currit equus in circo.	
Currit in circo equus.	

   Tell the children that in Latin word order is not too important. The endings on the words indicate meaning. The words in a Latin sentence can be arranged in almost any order.
5. Ask the question Quid agit auriga? with the appropriate picture. Answer it yourself in the following six ways.

Auriga in curru stat.
Auriga stat in curru.
Stat auriga in curru.
Stat in curru auriga.
In curru auriga stat.
In curru stat auriga.

   Tell the children that that here again words may be arranged in almost any order. Have the children echo this rule phrase by phrase:
   In Latin word order is not too important;
   endings on Latin words show the meaning.

LECTIO XCIX

Specific Objectives

To introduce the following Latin song to the tune of "Pop Goes the Weasel".

Equus in circo currit.
Quid agit auriga?
Stat auriga in curru.
"Pop" dicit auriga.

Activities

1. Tell the children that they are going to learn a little song about chariot racing that is sung to the tune of "Pop Goes the Weasel". Play Tape #5 or sing the song several times for the children.
2. Say to the children Cantemus carmen "Equus in Circo" and with gestures invite them to sing along with you.
3. About midway in the class period ask a child to explain in his own words what the song is about.
4. Have the song sung through several times. Perhaps divide the class for round singing.

LECTIO C

Specific Objectives

1. To explain briefly what gladiatorial contests were like among the Romans and how they served as a means of amusement.
2. To teach the following sententia in its historical context:

Morituri te salutamus.

3. To review the song "Equus in Circo."
4. To discuss briefly the survival of the gladiatorial contests in the form of the bull fights.

Activities

1. Tell the children that they are going to learn about gladiators today. Ask if anyone knows what a gladiator was. Tell them that the Romans enjoyed going to see gladiatorial contests just as modern Americans go to see baseball and football games, though children did not usually attend. The gladiators were mainly captives taken in war. They would be trained to fight wild animals and each other in the amphitheaters. Show the children a picture of an amphitheater - perhaps the EBF Study Print of the Colosseum. Ask if they think that gladiatorial contests were cruel. Tell them that Roman people seemed to enjoy gladiatorial violence just as modern Americans seem to like violence on TV and in the movies.
2. Tell the children that gladiators often met death in the arena. It was the custom for the gladiators to greet the Emperor or chief official with the Latin sentence Morituri te salutamus! which means in English "We who are about to die salute you." Tell the children that the Latin sentence is a famous one and they will now learn to say it. Have them echo Morituri te salutamus! chorally and individually. Then say "We who are about to die salute you" and elicit the Latin as a response.
3. Ask the children if they know what a bull fight is. Ask where bull fights occur. Tell them that these bull fights which are so popular in Spain, southern France, and northern Italy are really a continuation of the ancient Roman gladiatorial contests between a man and an animal. Explain that Spain, France, and Italy were parts of the Roman Empire. Bull fights were brought to Mexico and South America by the Spaniards.

4. Have the children echo Morituri te salutamus! several times and give it as a response to the English "We who are about to die salute you."
5. Introduce the song "Equus in Circo" in the usual way.

LECTIO CI

Specific Objectives

1. To review background on gladiatorial contests.
2. To review the sententia Morituri te salutamus and its context.
3. To review the song "Equus in Circo."

Activities

1. Ask the children the following questions:
   a. What was a gladiator?
   b. Did the Romans enjoy gladiatorial contests?
   c. Whom did the gladiators fight?
   d. Were the gladiatorial contests cruel?
   e. Are any of our forms of entertainment cruel?
   f. Where did the gladiators fight and where did the audience sit? (Show a picture of an amphitheater if possible in eliciting answers to this question.)
   g. Did gladiators often meet death in the arena?
   h. How did gladiators greet the Emperor or chief official before fighting?
   i. What does Morituri te salutamus! mean?
   j. Where do bull fights occur?
   k. Are bull fights and gladiatorial contests in any way related? How?
   l. True of false: The ancient Romans brought bullfighting to Mexico and Mexico was part of the ancient Roman Empire.
2. Have the children echo Morituri te salutamus! in the usual fashion.
3. Introduce the song "Equus in Circo" in the usual way.

LECTIO CII

Specific Objectives

1. To discuss briefly the theater as a form of entertainment among the Romans.
2. To review the song "Equus in Circo", (From this point on the song should be used for a change of pace; it should be used daily almost for 2 weeks to assure mastery.)

Activities

1. Tell the children that the Roman family enjoyed going to see plays at theaters. Roman theaters were outdoors.
2. Show them a picture of a Roman theater. Point to where the audience sat and where the actors performed.
3. Tell them that the Romans borrowed many ideas from the Greeks - including the manner in which plays were performed. One Greek idea was the use of masks by the actors. These masks were larger than the human face and usually made of wood. Show the children a picture of a mask. Ask if anyone knows why masks were used. You are looking, of course, for the following ideas: masks were useful to the audience in distinguishing one character from another at a distance; with masks one actor could play several parts; the mouthpiece of the mask may have made the actor's voice easier to hear.
4. Tell them that the Romans liked amusing plays called comedies. Have them echo the word comedies several times. Tell them that in these comedies certain types of funny characters frequently appeared. For instance, there were boastful soldiers, gossipy old ladies, pleasure-seeking young people.
5. Tell them that the Roman family might spend almost a full day at the theater. They would bring a picnic lunch with them and eat it either in the theater or in an open space nearby.
6. Tell them that Roman plays were not always amusing. Many times serious plays called tragedies were performed. Have the children echo the term tragedies several times. Many times a story line was taken from a myth. A myth was a legend or tale usually about gods and goddesses. Have the children echo the word myth.
7. Introduce the song "Equus in Circo" in the usual way.
8. Ask the following questions:
   a. What kind of theaters did the Romans have?
   b. Did the Romans get ideas about the theater from the Greeks?
   c. What were masks used for?
   d. True or false: Tragedies were serious plays.
   e. True or false: Comedies were amusing plays.
   f. True or false: Tragedies were very often about myths.
   g. What is a myth?
   h. What kind of theaters do we have today?
   i. Do any of our theaters resemble the Roman theaters?

LECTIO CIII

Specific Objectives

1. To explain the function of the telling of mythological tales in the leisure time of the Romans.
2. To introduce the story of Orpheus and Eurydice.

Activities

1. Tell the children that the family of Marcus and Julia had no television or radio or movies for entertainment. A favorite recreation - especially in the evening after supper - was the telling of myths. Ask if anyone knows what a myth is. The answer you are looking for is that a myth is a legend or story usually about gods and goddesses. Publius, the father of Marcus and Julia, would sit down in the atrium or main room with the children and tell them a story like the one about Orpheus and Eurydice that the class would now hear.

2. Show the filmstrip "Orpheus and Eurydice" if possible (Jam Handy Co., A. V. Library #497). Captions should be read aloud by the teacher or a child.

3. If the filmstrip is not available tell the story in the following terms:

   Orpheus was a wonderful musician. His mother was a goddess. He sang and played a stringed instrument called the lyre. His music was so beautiful that even the rivers stood still so that he could be heard better. Once Orpheus set sail on a boat called the Argo. When the rowers grew tired and weary he would strike his lyre and sing. The music was so sweet that it refreshed the rowers and gave them new strength.

   Orpheus married a beautiful girl named Eurydice. After the wedding Eurydice went for a walk. She was bitten by a poisonous snake and died. Orpheus was overwhelmed with sorrow at her death.

   He decided to go to Hades - the land of the dead - and try to rescue Eurydice. The beauty of his music charmed the various monsters that lived in Hades. The king of Hades, Pluto, was so moved by his music that he decided to let Eurydice return to earth. There was one condition however: Orpheus was not allowed to look back at Eurydice until he had led her out of Hades. Orpheus loved Eurydice so much that he couldn't resist looking back. When he looked back, Eurydice disappeared again into Hades. Orpheus wanted to go back after her a second time but was not allowed.

   He almost went mad from grief. He wandered about in the wilderness of Greece playing his lyre. Finally he was killed by a group of savage women. He was buried at the bottom of Mt. Olympus in Greece. The Greeks say that birds sing more sweetly here than anyplace else in the world because Orpheus is buried here.

LECTIO CIV

Specific Objectives

1. To review the function of myth telling in the leisure time of the Roman family.
2. To review the story of Orpheus and Eurydice and to expand on it slightly.

Activities

1. Ask the following questions:
   a. Did the family of Marcus and Julia have television, radio, and movies for entertainment?
   b. What was one substitute they used for all these things?
   c. What is a myth?

2. Write the following terms on the chalkboard: Orpheus, Argo, Eurydice, Hades, Pluto, Mt. Olympus. Pronounce each term (in English) while pointing to it. Have the children echo.

3. Ask for a volunteer to retell the story of Orpheus and Eurydice in his own words using the terms on the chalkboard as a guide.

4. Ask if anyone can tell the class more about Mt. Olympus other than the fact that Orpheus was buried at the bottom. You are looking, of course, for the fact that it was the dwelling place of the gods.

5. Ask if anyone knows the Old Testament story about Lot's wife. Tell them - if no one knows - that Lot's wife looked back on her city which God was destroying and God turned her into a pillar of salt. Ask how this story is similar to the story of Orpheus and Eurydice.

6. Ask the following questions:

   a. Do you think that the story of Orpheus and Eurydice could have actually happened?

   b. When the rowers on the Argo grew tired what would Orpheus do to rouse their spirits?

   c. What happened to Eurydice shortly after the wedding?

   d. Why did Pluto allow Orpheus to take Eurydice back to earth?

   e. Under what condition was the return to earth allowed?

   f. Why did Orpheus look back at Eurydice?

   g. What happened to Orpheus after Eurydice disappeared again into Hades?

   h. Why do the Greeks say that birds sing more sweetly at the bottom of Mt. Olympus than anyplace else in the world?

LECTIO CV

Specific Objectives

To introduce the following Latin structure:

Lyra est.	
Quid est? Lyra est.	
Orpheus lyram portat.	
Quid agit Orpheus?	Orpheus lyram portat.
	Orpheus portat lyram.
	Lyram Orpheus portat.
	Lyram portat Orpheus.
	Portat lyram Orpheus.
	Portat Orpheus lyram.

Activities

1. Tell them that they are going to learn some Latin utterances connected with the story of Orpheus. Hold up a picture of a lyre and Lyra est. Then ask the question Quid est? and elicit the answer in the usual fashion.

2. Then show a picture of Orpheus carrying the lyre. Say Orpheus lyram portat. Emphasize the -m case marker on lyram when you pronounce the word but don't comment upon it. Ask the question Quid agit Orpheus? Elicit the answer in the usual way. Supply the various other answers given in the Specific Objectives of this Lectio and elicit these from the children.

LECTIO CVI

Specific Objectives

1. To review the following Latin utterances:

Quid agit Orpheus?	Orpheus lyram portat.
	Orpheus portat lyram.
	Lyram portat Orpheus.
	Lyram Orpheus portat.
	Portat lyram Orpheus.
	Portat Orpheus lyram.

2. To review the concept that in Latin, word order is not too important and that in Latin, endings on Latin words show the meaning.

Activities

1. Tell the children that you are going to ask a Latin question for which you want as many different answers as possible.
2. Show the picture of Orpheus carrying his lyre and ask Quid agit Orpheus? Elicit the various answers given above.
3. Ask the following questions:
   a. Is the order in which words are arranged in a Latin sentence very important to the meaning?
   b. Is the order in which words are arranged in an English sentence very important to the meaning?
   c. Are endings placed on Latin words important to the meaning of a sentence?
   d. Do all the various answers to the question Quid agit Orpheus? that we gave before mean just about the same thing?
4. Ask the question Quid agit Orpheus? while showing the picture of Orpheus carrying his lyre. Elicit the various answers listed above.

LECTIO CVII

Specific Objectives

1. To introduce the story of Atlas.
2. To review the function of the telling of mythological tales in the leisure time of the Romans.

Activities

1. Ask the children if the family of Marcus and Julia had television, radio, or movies for entertainment. Remind them that a favorite recreation - especially at night time after supper - was the telling of myths. Publius, the father of Marcus and Julia, would sit down in the atrium or main room with the children and tell them a story like the one about Atlas that the class would now hear.

2. Tell the children that Atlas was a giant god with strong arms and a splendid physique. His job was to hold up the sky and to prevent it from falling down on the earth. He stood in northern Africa while performing his job.

   Atlas had some daughters called the Hesperides. The Hesperides were in charge of a garden in which golden apples grew.

   One day the hero Hercules came to Atlas and asked for his help in getting some of the golden apples. Atlas agreed to help by going to his daughters the Hesperides and asking for some apples. However, Atlas' real purpose in agreeing to help Hercules was to rid himself of the heavy burden of the sky. Hercules took over the job of holding up the sky while Atlas got the golden apples from his daughters. When Atlas returned to Africa with the apples he refused to take the sky back from Hercules. Hercules was helpless at this point because all his strength was being used to hold up the sky. Finally he asked Atlas to take the sky back for just a moment so that Hercules could put a pad on his shoulder to ease the pressure of the sky. Atlas did so and Hercules picked up the apples and ran off.

   Atlas had his problems with another hero named Perseus. Perseus carried in a bag the head of a monster named Medusa. Whenever someone looked directly at the head of Medusa he turned into stone. Perseus had been traveling and wanted a place to rest for awhile. Atlas refused to help Perseus in any way.

   Persesu pulled out the head of Medusa. Atlas looked at it and turned into stone. He is still there in northern Africa in the form of a mountain chain called the Atlas Mountains.

3. Show the location of the Atlas Mountains on a map.

4. Have the children echo the following mythological terms:

   Atlas
   Hercules
   Hesperides
   Perseus
   Medusa

LECTIO CVIII

Specific Objectives

1. To review the story of Atlas.

2. To explain the origins and uses of the following modern terms: atlas, Atlas, Atlantic Ocean, Atlas Mountains, Hercules, Medusa.

Activities

1. Tell the children that they are going to review what they learned about Atlas.
2. Write the following terms on the chalkboard: Atlas, the Hesperides, Hercules, Perseus, Medusa. Pronounce each one (in English) and have the children echo.
3. Ask if anyone can retell the story of Atlas in his own words - using the terms on the chalkboard as a guide.
4. Ask the following questions:
   a. What was Atlas' job?
   b. Where did he stand while on the job?
   c. What grew in the garden of the Hesperides?
   d. Why did Atlas agree to help Hercules get the golden apples?
   e. How did Hercules trick Atlas into taking back the sky?
   f. Why was Perseus angry with Atlas?
   g. How did Perseus punish Atlas?
5. Ask the children if they know what an atlas is. Tell them that when atlases were first made in the middle ages it was the custom to put a picture of Atlas holding up the sky at the front. Eventually it became the custom to call the book an atlas.
6. Ask if anyone ever heard of Charles Atlas (the body builder who advertises in comic books). Tell the children that this man gave himself this name to suggest strength. We use the term "Atlas" and also the term "Hercules" in modern times often to refer to any strong man or weightlifter. Circus strongmen frequently use these names.
7. Ask a child to point out the Atlas Mountains. Remind the children that Atlas became a mountain chain according to the myth when Perseus showed him the head of Medusa. Tell them that the Atlantic Ocean is also named after Atlas because he stood right beside it while holding up the sky. You might mention the atlas bone in the human neck and perhaps discuss Latin's importance in medicine.
8. Tell them that we sometimes use the term "Medusa" to mean "female monster." If you called a girl a Medusa, it would not be a compliment.

LECTIO CIX (Unit Review)

Specific Objectives

1. To review the following Latin utterances presented in this Unit:

Quid agit equus?	Equus in circo currit. Equus currit in circo. Currit equus in circo. Currit in circo equus. In circo equus currit. In circo currit equus.

Quid agit auriga?	Auriga in curru stat. Auriga stat in curru. Stat auriga in curru. Stat in curru auriga. In curru auriga stat. In curru stat auriga.
Quid est?	Lyra est.
Quid agit Orpheus?	Orpheus lyram portat. Orpheus portat lyram. Lyram Orpheus portat. Lyram portat Orpheus. Portat lyram Orpheus. Portat Orpheus lyram.
Morituri te salutamus!	Morituri te salutamus!
Cantemus carmen "Equus in Circo."	Equus in circo currit. Quid agit auriga? Stat auriga in curru. "Pop" dicit auriga.

2. To review the Latin utterances presented in Unit 7 in the following terms:

Quid agit Marcus?	Marcus audit. Marcus dicit. Marcus legit. Marcus scribit.
Auditne puer?	Ita. Puer audit. Minime. Puer non audit.
Dicitne puer?	Ita. Puer dicit. Minime. Puer non dicit.
Legitne puer?	Ita. Puer legit. Minime. Puer non legit.
Scribitne puer?	Ita. Puer scribit. Minime. Puer non scribit.
Ubi est Roma? Ubi est Italia? Ubi est Gallia? Ubi est Hispania? Ubi est Graecia? Ubi est Carthago? Ubi est Libya? Ubi est Aegyptus? Ubi est Mauritania?	Roma est in Italia. Italia est in Europa. Gallia est in Europa. Hispania est in Europa. Graecia est in Europa. Carthago est in Africa. Libya est in Africa. Aegyptus est in Africa. Mauritania est in Africa.

Estne Roma in Italia?	Ita. Roma est in Italia.
Estne Italia in Europa?	Ita. Italia est in Europa.
Estne Gallia in Europa?	Ita. Gallia est in Europa.
Estne Carthago in Africa?	Ita. Carthago est in Africa.
Estne Libya in Africa?	Ita. Libya est in Africa.
Estne Aegyptus in Africa?	Ita. Aegyptus est in Africa.
Estne Mauritania in Africa?	Ita. Mauritania est in Africa.
Estne Hispania in Africa?	Minime. Hispania non est in Africa.
Estne Graecia in Africa?	Minime. Graecia non est in Africa.

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for directions. The game should in general be restricted to the Latin utterances in the Specific Objectives of this Lectio. Use pictures and the map where necessary.

LECTIO CX (Unit Review)

Specific Objectives

1. To review some of the background presented in this Unit on chariot racing, the gladiatorial contests, the theater, music, and myth telling.
2. To review the Latin utterances listed under the Specific Objectives of Lectio CIX.

Activities

1. Tell the children that they are going to review quickly some of the things they have learned about the various forms of entertainment that the Roman family enjoyed.
2. Ask the following questions:
   a. Did the Roman family enjoy watching chariot races?
   b. Describe a chariot race.
   c. What was a gladiator?
   d. What was the salutation gladiators addressed to the Emperor or chief official?
   e. What kind of theaters did the Romans have?
   f. What substitute did the Romans have for television, radio, and movies for evening entertainment?
   g. What is a myth?
   h. Tell a myth in your own words.
3. Have the children play "Right Reply." Use the Latin utterances in the Specific Objectives of Lectio CIX.

UNIT 9

THE OCCUPATIONS AND DUTIES OF PUBLIUS AND CORNELIA

AN OVERVIEW OF THE MATERIAL TO BE TAUGHT IN THIS UNIT

1. Background on the types of occupations adult Romans engaged in and on the civic responsibilities of Roman citizens.
2. Lexical items connected with this background.
3. Latin mottoes connected with the cultural background in the Unit.
4. English derivatives connected with new lexical items.
5. The reading and writing of all Latin mottoes and sententiae presented in the course.
6. The reading and writing of all derivatives and etymologies presented since Unit 6.

LECTIO CXI

Specific Objectives

To give some background on the typical business day of the Ancient Romans and their places of business.

Activities

1. Tell the children that in this Unit they are going to learn about the activities of the parents of Marcus and Julia, viz., Publius and Cornelia.

2. Tell the children that Publius was a baker. Show a picture of Publius' bakery shop. Tell the children that the bakery shop, like many other shops, was on the ground floor of an apartment building or other building. The shops were open-air, i.e., they were separated from the sidewalks only by counters. When the shop was closed, it would be boarded up so that no one could enter. Generally each shop consisted of one room with a counter. Because many Romans could not read, picture signs were frequently used to indicate what type of shop it was. For instance, a picture of a goat would indicate a milk shop. A picture of a ham would indicate a meat shop. Publius' bakery was marked with a picture of a loaf of bread. Hold up a picture of a loaf of bread. Ask if anyone recognizes it. Point out that Roman loaves were circular and divided into wedges.

3. Tell the children that business for Publius began about 9:00 in the morning. His work would stop about 11:00 for lunch. Ask if anyone knows what happened after lunch. Tell them, if necessary, that lunch was followed by a siesta. During this siesta everything stopped. The streets were as deserted as at midnight. Then Publius would go back to work at about 2:00. At 3:00 he would board up his bakery shop and go to the baths.

4. Show a picture of the outside of a Roman bath house. Explain to the children that a visit to the public baths was considered an important part of the typical business day - just as lunch and the siesta were. Sometimes Publius would discuss business affairs during the bath. Ask the children if they remember anything about the Roman baths. If not, you might remind them that a Roman bath was something like a modern Turkish bath. Ask if anyone remembers seeing Turkish baths in the movies. The Roman bather would enter a warm room and then take a hot bath in a kind of heated swimming pool. He would go to another room and take a cold bath which was followed by a rub-down. Some Romans made their living by managing the public baths for the government.

5. Ask the children what followed the baths in the typical business day. The answer you are looking for, of course, is dinner at about 4:00.

6. Summarize with the following questions:

   a. What were shops like in the Roman Empire?

   b. How were the various types of shops distinguished from one another for people who could not read?

   c. What followed lunch?

   d. What was Publius' afternoon schedule like?

   e. What do you know about the Roman baths?

   f. What followed the afternoon bath?

LECTIO CXII

Specific Objectives

1. To introduce or review the following Latin utterances:

Panis est.	
Quid est? Panis est.	
Quid agit Publius?	Publius panem portat.
	Publius portat panem.
	Panem portat Publius.
	Panem Publius portat.
	Portat panem Publius.
	Portat Publius panem.

2. To review the concept that word order is not too important in Latin, and that endings on Latin words show the meaning.

3. To review and expand on the background of Publius' place of business.

Activities

1. Show the picture of Publius' bakery shop. Ask the children if anyone knows what it is. Remind the children that the bakery was on the ground floor of an apartment building. Show them how it was separated from the sidewalk only by the counter.

2. Show the EBF study print of the Pompeian bakery. Explain it. Mention that Publius' bakery was much smaller and simpler. Flour was brought in from the farmlands and mills of Italy, Sicily, and Africa. Publius simply baked the bread from the flour he purchased.

3. Show a picture of a loaf of bread. Ask the question Quid est? Elicit the answer Panis est in the usual fashion.

4. Show a picture of Publius carrying some bread. Point to the picture and say Publius panem portat. Then ask the question Quid agit Publius? and elicit the answer Publius panem portat in the usual fashion. Elicit all of the possible answers to the question as indicated in the Specific Objectives of this Lectio.

5. Ask the children the following questions:

   a. Is word order very important to the meaning of a Latin sentence?

   b. Is word order very important to the meaning of an English sentence?

   c. Are the different endings placed on Latin words important to the meaning of a sentence?

   d. Do all the various answers to the question Quid agit Publius? mean just about the same thing?

LECTIO CXIII

Specific Objectives

1. To review the following Latin utterances:

Quid agit Publius?	Publius panem portat.
	Publius portat panem.
	Panem portat Publius.
	Panem Publius portat.
	Portat panem Publius.
	Portat Publius panem.

2. To introduce the following Latin utterances:

Quid agit Publius?	Publius panem vendit.
	Publius vendit panem.
	Panem vendit Publius.
	Panem Publius vendit.
	Vendit panem Publius.
	Vendit Publius panem.

3. To acquaint the children with how time was measured during the business day.

Activities

1. Show the picture of Publius in his bakery carrying bread. Ask the question Quid agit Publius? Elicit the answer Publius panem portat and its variations in the usual fashion.

2. Show a picture of Publius selling some bread to a customer. Ask the question Quid agit Publius? Elicit the answer Publius panem vendit and the variations of this answer listed above under Specific Objectives.

3. Tell the children that Publius had to know when it was time to open his shop in the morning, when it was lunch time, when it was siesta time, when it was time to open his shop in the afternoon, and when it was time to go to the baths. Ask if anyone knows how the Romans kept track of time. If no one knows, ask the following questions:

   a. Do you think that the Romans had electric clocks just as we have in school?

   b. What is a sundial?

   c. What is a water clock?

   Tell them that the sundial and the water clock were the two kinds of clocks that the Romans used. Neither was really very accurate or convenient. Tell them that the Romans were very leisurely about time. They would not rush around the way modern Americans do. Their whole way of life was much more relaxed. Even today, the descendants of the Romans are much more leisurely than we are in general.

4. Finish by showing the pictures of Publius carrying bread and selling it. Ask Quid agit Publius? and elicit as many variations on the answers as possible.

LECTIO CXIV

Specific Objectives

1. To review the measurement of time during the business day.
2. To introduce the following Latin mottoes aurally and orally:

Tempus fugit.
Carpe diem.

Activities

1. Ask the following questions:
   a. True or false: Publius had an electric clock on the wall of his bakery.
   b. What two methods did the Romans use to measure off the hours of daylight?
   c. Were water clocks and sundials very accurate in measuring time?
   d. Why couldn't sundials be used at night?
2. Tell the children that the Romans seemed to have been very conscious of the importance of using time wisely even though their clocks did not work too well. Tell them that today they will learn two Latin proverbs dealing with time. The first of these is very famous. It is Tempus fugit which means in English "Time flies." Have the children echo Tempus Fugit several times, chorally and individually. Then give the meaning in English and elicit the Latin as a response. Ask a child to explain what is meant by "Time flies."
3. Tell them that the second motto is a famous quotation from the Roman poet Horace. The quotation is Carpe diem which means in English "Seize the present opportunity." Have them echo Carpe diem several times, chorally and individually. Then give the English and elicit the Latin as a response. Ask the children to explain what "Seize the present opportunity means."
4. Tell the children that you will call the roll in Latin and each child must respond by saying either Carpe diem or Tempus fugit - depending on which of the two is his favorite motto.

LECTIO CXV

Specific Objectives

1. To review the following mottoes:

Tempus Fugit.
Carpe diem.

2. To explain what Cornelia did during a typical business day.

Activities

1. Tell the children that you will call the roll in Latin and each child must respond by saying either Tempus fugit or Carpe diem, depending on which of the two is his favorite motto.

2. Give the English for the mottoes and elicit the Latin as a response. Ask if anyone remembers who first said Carpe diem. The answer wanted, of course, is Horace.

3. Tell the children that while Publius was in the bakery each day Cornelia, his wife, had a busy schedule. She went down to the market place to buy food every day. There were lots of little shops but no supermarkets in those days. Since there were no canned or frozen foods Cornelia had to shop every day. She might stop in at the family bakery and perhaps help Publius out a little. In the late morning she would give Julia some lessons in sewing and cooking. She would prepare lunch for Publius. Her afternoon might be spent cleaning the house and making new clothing for the members of her family. In the late afternoon she too would go down to the baths with Julia. There she enjoyed the opportunity to talk with other women. Then she returned home to finish preparing supper for the entire family.

LECTIO CXVI

Specific Objectives

To review the following Latin mottoes and sententiae aurally and orally:

E pluribus unum.
Philadelphia maneto.
Repetitio est mater studiorum
Alma mater floreat!
Optimum aqua est.
Annuit coeptis.
Vestis virum reddit.
Novus ordo seclorum.
Alea jacta est.
Morituri te salutamus.
Tempus fugit.
Carpe diem.

Activities

1. Play the "Motto Matching" Game. See Lectio XX for details.
2. Ask the children for the source or significance of each of the above mottoes and sententiae.

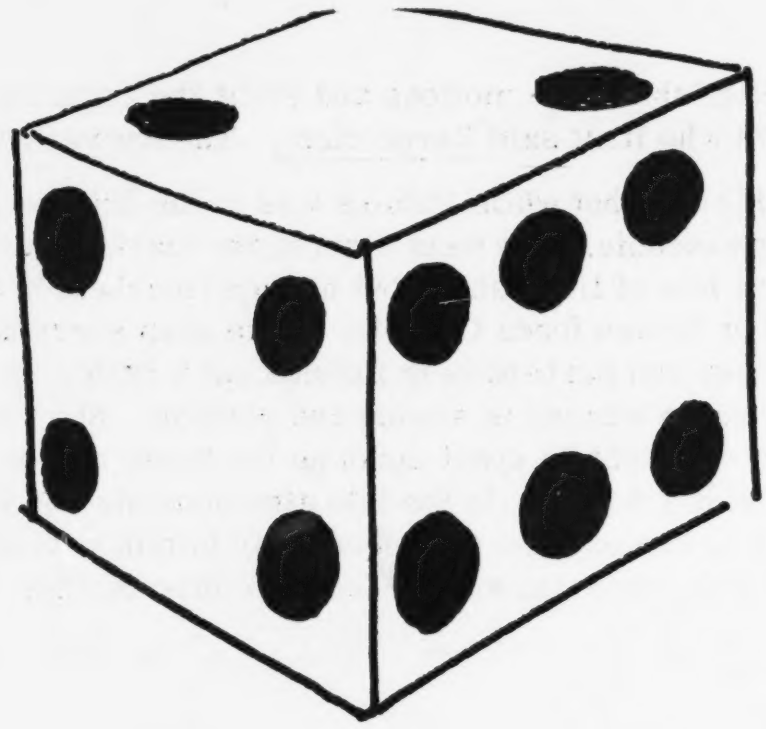
LECTIO CXVII

Specific Objectives

To read the Latin mottoes and sententiae reviewed aurally and orally in the preceding Lectio.

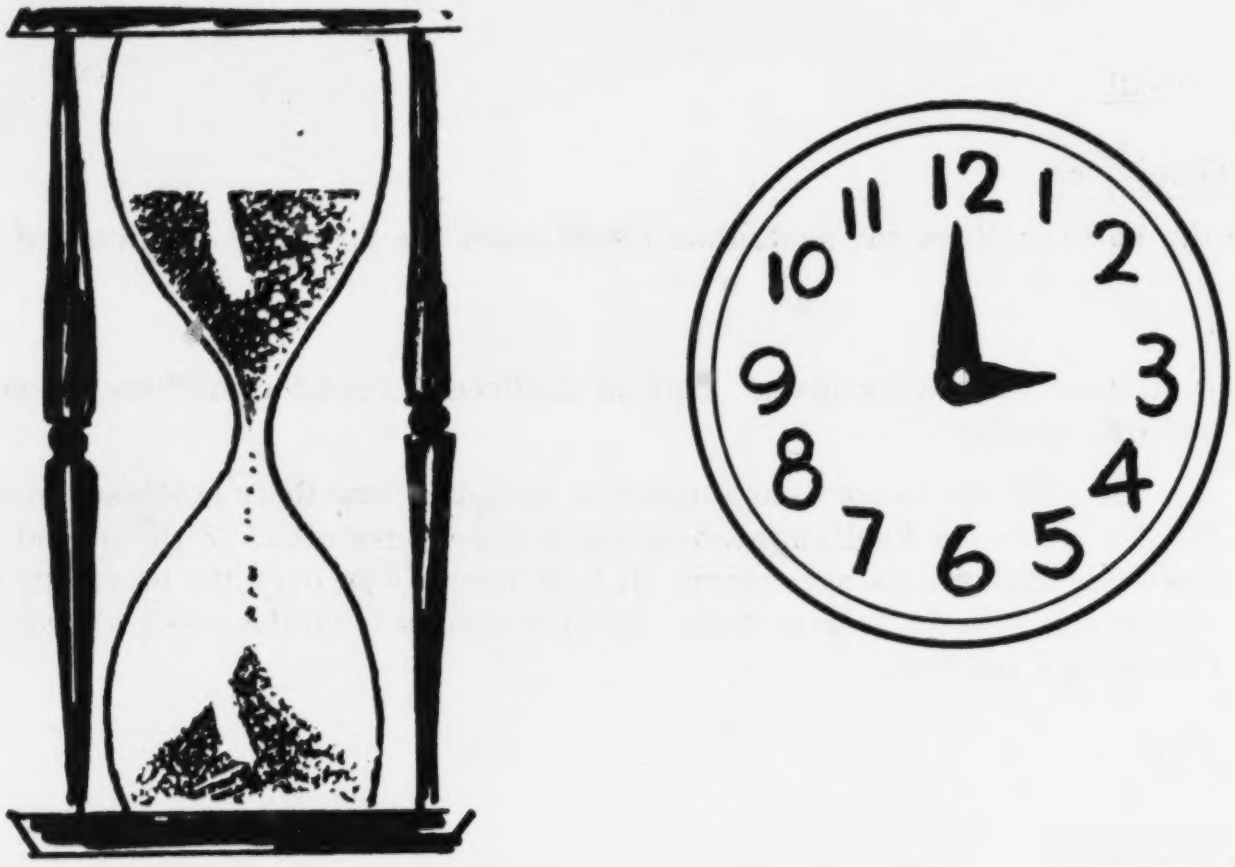
Activities

1. Tell the children that they are going to read some Latin.
2. Distribute the reader Legite Latine. Call on individual children to read aloud each motto or sententia. Comment briefly on the pictures. Ask for the English meaning of each motto or sententia. In addition to the mottoes and sententiae read in Lectio XLV, the mottoes and sententiae found on the next two pages of this Curriculum Guide are also in the reader. Ordinarily the reader should be collected at the close of class.

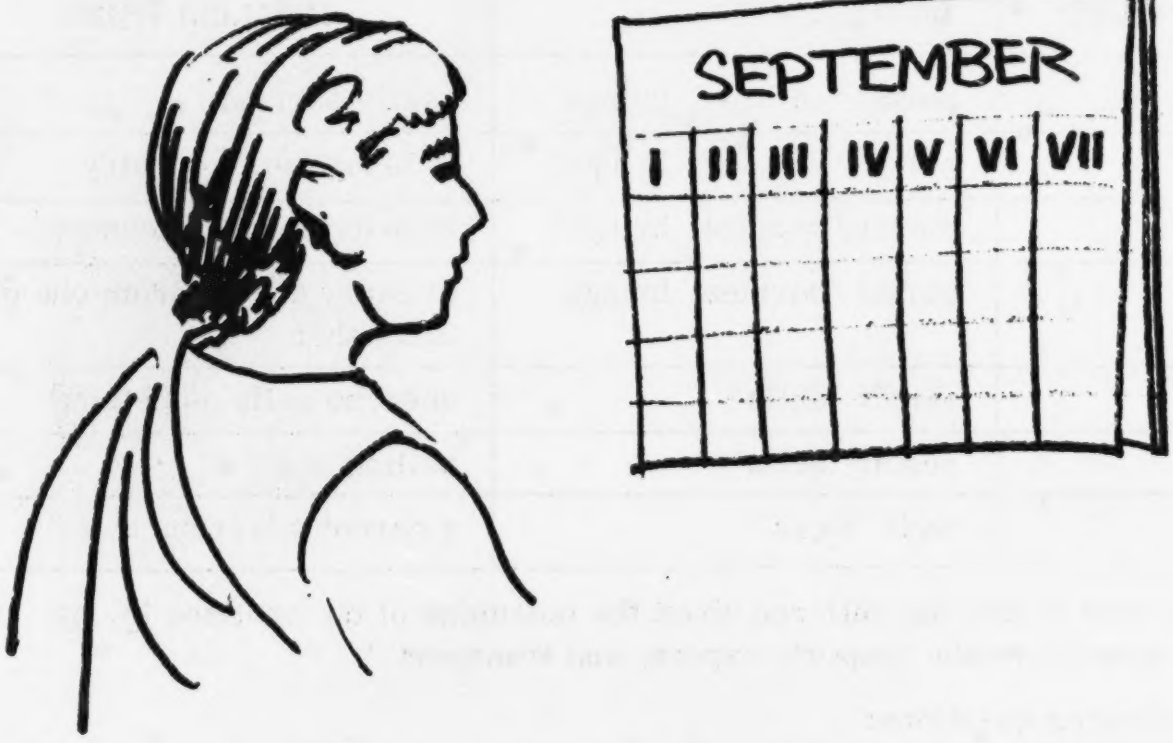


9. Alea jacta est!

10. Morituri te salutamus!



11. Tempus fugit.



12. Carpe diem.

LECTIO CXVIII

Specific Objectives

To write the Latin mottoes and sententiae listed under the Specific Objectives of Lectio CXIII.

Activities

1. Distribute the reader again. Call on children to read the mottoes and sententiae chorally and individually.
2. Ask the children to copy each motto or sententia into their notebooks carefully. Ask them to place the English meaning and source there also. Walk around the room assisting children as necessary. If time permits go over the meanings and sources one by one with the entire class. Elicit answers from the class where possible. Collect the readers.

LECTIO CXIX

Specific Objectives

To introduce aurally and orally the following English derivatives: portable, import, export, transport, vendor, vending, fugitive.

Activities

1. Tell the children that today they are going to learn some new English words taken from Latin. Ask if anyone knows from what Latin word the English word "portable" comes. Ask if anyone knows what "portable" means. Follow this procedure for all the words listed below. Supply whatever information the children cannot supply.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
portable	portat "carries, brings"	easily carried
import	portat "carries, brings"	to bring into a country
export	portat "carries, brings"	to bring out of a country
transport	portat "carries, brings"	to carry across from one place to another
vendor	vendit "sells"	one who sells something
vending	vendit "sells"	selling
fugitive	fugit "flees"	a person who runs away

2. You might want to tell the children about the meanings of the prefixes in, ex, and trans in connection with "import, export, and transport."
3. Ask the following questions:
   a. What is a portable radio?
   b. What is an imported rug?

c. Describe a vending machine.

d. Does a bus transport people?

e. What does a pretzel vendor do?

f. Explain this statement: Africa exports products to the United States.

g. What is a fugitive?

LECTIO CXX

Specific Objectives

1. To explain the civic responsibilities of Roman male citizens, viz., voting and military service.
2. To review the following derivatives aurally and orally: portable, import, export, transport, vendor, vending, fugitive.

Activities

1. Show a picture of a Roman soldier. Tell the children that Publius had served in the Roman legions for a number of years. The Romans legions were very well organized and were able to keep peace in the world for hundreds of years. Serving in the Roman army had brought Publius to many parts of the world, including Africa and Asia. The Romans built sturdy roads over which their legions could march quickly from one place to another. Ask if anyone has seen pictures of the Roman legions in the movies. Ask for a description.
2. Show a picture of the Roman Senate. Tell the children that for 500 years the Roman nation was a republic, in many ways like our republic. Many of our ideas on government and law come from the Romans. Even by the time of Publius Romans still had elections and voted, though the Emperor really made the important decisions. Julius Caesar really put an end to the Roman Republic and started the period in which the Roman nation was ruled by emperors.
3. Ask the children if they can provide any English derivatives from portat, vendit, and fugit. Supply the words they are unable to provide. Ask for the meaning of each English derivative.

LECTIO CXXI

Specific Objectives

1. To review the background on voting and military duties presented in the preceding Lectio.
2. To review the song "Unus, Duo, Tres."
3. To review the following derivatives aurally and orally from Unit 6: trio, triple, quadrilateral, triangle, quintuplet, quintet, sextet, octet, octopus, decimal, unite, unify, unification, duet, dual.

Activities

1. Ask the following questions:
   a. Did Publius serve in the Roman legions?
   b. How did the Roman legions get from one part of the world to another?
   c. In what ways was the Roman Republic like our republic?
   d. Who put an end to the Roman Republic and started the rule of the emperors?
2. Tell the children that they are going to review some of the English derivatives taken from the Latin numbers. But first they would review the Latin numbers system by singing. Then say Cantemus carmen "Unus, Duo, Tres" and begin singing.
3. Ask the following questions:
   a. How many people form a duet?
   b. What is a car with a dual exhaust system?
   c. How many limbs does an octopus have?
   d. How many people form a trio? a quintet? a sextet? an octet?
   e. What are quintuplets?
   f. On what number is the decimal system based?
   g. What is a triple in baseball?
   h. What is the difference between a trinangle and a quadrilateral?
   i. What is unification?
   j. With what Latin number do you associate "unite" and "unify"?

LECTIO CXXII

Specific Objectives

1. To present background on Cornelia's participation in public affairs.
2. To review the following derivatives aurally and orally from Units 6, 7, and 8: feline, canine, amble, somnambulist, audible, audio, legible, scribble, diction, atlas, pupil, puppet.

Activities

1. Tell the children that Cornelia did not vote or serve in the legions in any way. Roman women were treated, however, with great respect. Men made way for them in the street. They could testify in court and even defend a case in court. Show a picture of Cornelia while speaking.
2. Tell the children that they are going to review some of the new English words they have been learning. Tell them that you will say a sentence and then call on someone to explain it.
   a. His handwriting was not legible.
   b. His voice was not audible.

c. His diction was improving.

d. She looked at the atlas in the library.

e. The audio portion of the TV program was lost.

f. She watched a puppet show.

g. Wolves have canine characteristics.

h. Leopards have feline characteristics.

i. She ambled into the room.

3. Have the children echo each derivative chorally and individually.

LECTIO CXXIII

Specific Objectives

To read and write the following derivatives, their Latin roots, and their meaning: portable, import, export, transport, vendor, vending, fugitive, unite, unify, unification, duo, duet, trio, triple, triangle, quadrilateral.

Activities

Write all of the above listed words on the chalkboard one by one. Pronounce each word as you write it. Have the children echo. Ask for the Latin root of each word. Write this on the chalkboard. Elicit the meaning of the Latin root and the meaning of the English word. Write this on the chalkboard. Supply whatever information the children cannot supply. Ask them to copy each word, its Latin root, and its meaning into their notebooks. In effect, the following chart will be constructed on the chalkboard and in the notebooks of the children:

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
portable	portat "carries, brings"	easily carried
import	portat "carries, brings"	to bring into a country
export	portat "carries, brings"	to bring out of a country
transport	portat "carries, brings"	to carry across from one place to another
vendor	vendit "sells"	one who sells something
vending	vendit "sells"	selling
fugitive	fugit "flees, flies"	a person in flight
unite	unus "one"	to make one
unify	unus "one"	to make one
unification	unus "one"	making one
dual	duo "two"	double, twofold
duet	duo "two"	2 singers; a piece of music for 2 people

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
trio	tres "three"	a group of three
triple	tres "three"	having 3 parts; a hit in baseball
quadrilateral	quattuor "four"	a 4-sided object
triangle	tres "three"	a 3-sided object

LECTIO CXXIV

Specific Objectives

To read and write the following derivatives, their Latin roots, and their meanings: quintuplet, quintet, sextet, octet, octopus, decimal, feline, canine, amble, audible, audio, legible, scribble, diction, atlas, puppet, pupil.

Activities

Construct the following chart on the chalkboard and follow procedures indicated under Activities in the preceding Lectio.

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
quintuplet	quinque "five"	one of 5 children born at the same time from the same mother
quintet	quinque "five"	a group of 5 musicians or singers
sextet	sex "six"	a group of 6 musicians or singers
octet	octo "eight"	a group of 8 musicians or singers
octopus	octo "eight"	a sea creature with 8 tentacles or legs
decimal	decem "ten"	based on 10
feline	felis "cat"	cat-like, of a cat; a cat
canine	canine "dog"	dog-like, of a dog; a dog
amble	ambulat "walks"	to walk casually
audible	audit "hears, listens"	loud enough to be heard
audio	audit "hears, listens"	of hearing, pertaining to hearing
legible	legit "reads"	capable of being read

ENGLISH WORD	LATIN ROOT	MEANING OF THE ENGLISH WORD
scribble	scribit "writes"	to write carelessly
diction	dicit "says"	manner of speaking or using words
atlas	Atlas - mythological character who held up the sky	a book of maps
puppet	pupila "doll"	a kind of doll
pupil	pupila - "doll"	part of the eye

LECTIO CXXV

Specific Objectives

To review the following Latin utterances:

Salve, mater!
Salve!
Ubi est pater? Quid agit pater?
Pater panem portat.
Ita. Pater panem vendit.
Tempus fugit.
Ita. Tempus fugit. Carpe diem!
Vale, mater!
Vale

Activities

1. Tell the children that they are going to put on a little play called "Marcus et Mater." Appoint a child to play the part of Marcus and one to play the part of Cornelia, his mother. Tell them that the scene is the house of Marcus and his family. It's morning. Marcus is sleepy and, in fact, has gotten up late. Publius has already gone to the bakery. The teacher says each part first and then has the actor repeat it. Here is the script of the playlet with stage directions as needed:

Enter Marcus, yawning and rubbing the sleepers from his eyes. He looks around for his father who has already left for the bakery. He sees his mother.

Marcus: Salve, mater!
Cornelia: Salve!
Marcus: Ubi est pater? Quid agit pater?
Cornelia: Pater panem portat.
Marcus: (looking surprised and still yawning)
Venditne pater panem?
Cornelia: Ita. Pater panem vendit.
Marcus: Tempus fugit.
Cornelia: Ita, tempus fugit. Carpe diem!

Marcus: (starting to leave) Vale, mater! Cornelia: Vale!

2. Role play the dialog as many times as possible within the period. Use different actors each time.

LECTIO CXXVI

Specific Objectives

The Specific Objectives are the same as for the preceding Lectio.

Activities

1. Role play the playlet "Marcus et Mater" as indicated in the Activities of the preceding Lectio. Involve as many children as possible in the role playing.
2. Ask the children for the English meaning of Tempus fugit. Ask for the English meaning and source of Carpe diem.
3. Let the children listen to the playlet on Tape #8.

LECTIO CXXVII (Unit Review)

Specific Objectives

1. To review the following utterances presented in this Unit:

Quid est?	Panis est.
Quid agit pater?	Pater panem portat. Pater portat panem. Panem portat pater. Panem pater portat. Portat panem pater. Portat pater panem.
Quid agit pater?	Pater panem vendit. Pater vendit panem. Panem vendit pater. Panem pater vendit. Vendit panem pater. Vendit pater panem.
Tempus fugit.	Tempus fugit.
Carpe diem.	Carpe diem.

2. To review the following Latin utterances presented in Unit 8:

Quid agit equus?	Equus in circo currit. Equus currit in circo. Currit equus in circo. Currit in circo equus. In circo equus currit. In circo currit equus.

Quid agit auriga?	Auriga in curru stat. Auriga stat in curru. Stat auriga in curru. Stat in curru auriga. In curru auriga stat. In curru stat auriga.
Quid est?	Lyra est.
Quid agit Orpheus?	Orpheus lyram portat. Orpheus portat lyram. Lyram Orpheus portat. Lyram portat Orpheus. Portat lyram Orpheus. Portat Orpheus lyram.
Morituri te salutamus!	Morituri te salutamus!
Cantemus carmen "Equus in Circo"	Equus in circo currit. Quid agit auriga? Stat auriga in curru. "Pop" dicit auriga.

Activities

Tell the children that they are going to play "Right Reply" again. See Lectio XI for directions. The game should in general be restricted to the Latin utterances in the Specific Objectives of this Lectio. Use pictures as necessary.

LEXTIO CXXVIII (Unit Review)

Specific Objectives

1. To review the Latin utterances listed in the Specific Objectives of the preceding Lectio.
2. To review some of the background on the types of occupations adult Romans engaged in and on the civic responsibilities of Roman citizens.

Activities

1. Tell the children that today they are going to review some of the things they have learned about the occupations and duties of Publius and Cornelia.
2. Ask the following questions:
   a. How were the various types of shops distinguished from one another for people who could not read in the Roman Empire?
   b. What was Publius' schedule on a typical working day?
   c. How did Publius keep track of time?
   d. What did Cornelia do on a business day?

e. Had Publius always been a baker?

f. Why was Publius' time in the Roman legions exciting and interesting?

g. Did Publius vote? Did Cornelia?

h. Describe the government and laws of the Roman Republic briefly. Were they similar to our own?

APPENDIX I - EXTRAUNITAL AND ENRICHMENT WORK

A. Work on Latin Structure.

1. In classroom management the teacher should ordinarily give directions to the children in Latin. The Latin utterances so used should be taught more or less by repetition and osmosis. Initially the teacher may have to explain the meaning in English of a particular utterance. The following list should prove serviceable:

Omnes discipulos nominatim vocabo - I will call the roll.
Veni/venite huc - Come here.
Tacete omnes - Quiet everyone.
Surge/surgite - Stand up.
Sede/sedete - Sit down.
Repete/repetite - Repeat.
Claude januam - Close the door.
Claude fenestram - Close the window.
Aperi januam - Open the door.
Aperi fenestram - Open the window.
Te precor/Vos precor - Please.
Specta/spectate - Look.
Spectate omnes - Everyone look.
Correcte tu respondis - You answer correctly.
Dic/dicite clara voce - Speak in a loud voice.
Procedamus - Let us proceed.
Ignosce mihi - Pardon me.
Lectio finita est - The lesson is over.
Gratias - Thank you

2. The teacher may wish to teach some of the following poems to the children.

Humptus Dumptus in muro sedet,
de muro praecipitat.
Equi regii et copiae temptant
Humptum colligere - non possunt.

Parva Miss Muffet
sedebat in tuffet
edens her curds and whey
venit a spider
sedet beside her
et terret Miss Muffet away.

Muffeta puella
sedet in sella
cum cibo exquisito;
aranea intrat
et prope sedet
Puella clamat "O".

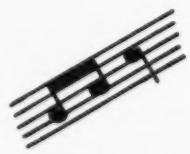
3. The teacher may wish to have the children listen to some of the following songs on tape on various occasions. Perhaps the children may enjoy learning some of the songs.

Happy Birthday

Felicem tibi
natalem diem
Felicem natalem,
_____, tibi.

America

Te cano, Patria,
candida, libera;
te referet
portus et exulum
et tumulus senum;
libera montium
vox resonet.



Sit modulatio!
Libera natio
dulce canat!
Labra vigentia,
ora faventia,
saxa silentia
vox repleat.

Te cano, Patria,
semper et atria
ingenuum;
laudo virentia
culmina, flumina;
sentio gaudia
caelicolum.

Tutor es unicus,
unus avum deus!
Laudo libens.
Patria luceat.
libera fulgeat,
vis tua muniat,
Omnipotens.

Twinkle, Twinkle, Little Star

Mica, mica, parva stella.
Miror, quaenem, sis tam bella.
Super terra parva pendes,
alba velut gemna splendes.

Quando fervens sol discessit
qui die natos lacessit,
mox ostendis lumen purum,
micans, micans per obscurum.

We Gather Together to Ask the Lord's Blessing (for Thanksgiving)

Laeti congregamur ad Deum colendum
qui castigat, corrigit, admonet nos;
volentes vexare non possunt turbare:
cantate Domino, recordatur suos.

Who's Afraid of the Big Bad Wolf?

Quis magnum lupum timet, lupum timet, lupum timet?
Quis magnum lupum timet, tra la la la la!

Now the Day Is Over

Terminat nunc dies. Nox appropinquat.
Umbra vespertina caelum obscurat

Tenebrae colligunt. Apparent stellae.
Dormient mox aves, flores, bestiae.

Requiem suavem, Pater, da fessis
Benedicas nostris, oculis calusis.

In Dulci Jubilo (for Xmas)

In dulci jubilo adoremus in toto
Corde amplectantes in praesepio,
stellam nostram fulgentem
matris in gremio
Alpha es et O. Alpha es et O.

O Deus parvule, cor desiderat Te.
Audi me et parce, O puer optime.
Te semper adorantem, O princeps gloriae,
trahe me post Te. Trahe me post Te.

Good King Wenceslaus (for Xmas)

Sanctus Venceslaus Rex Stephani ad festum,
agrum vidit nivibus gelidis congestum.
Vidit pauperem sibi ligna colligentem,
qui sub luna splendida sensit se frigentem.

"Huc, o puer, siste hic, dicens si cognoris,
quis sit, ubi habitet, pauper iste foris?"
"Domne, procul habitat, subter illum montem,
silvae juxta limitem ad Agnetis fontem"

Puer regem sequitur unde nix discessit.
Fervor glaebis inerat ubi sanctus pressit.
Hoc scitote, divites, Deum qui amatis,
vos beati eritis si quem vos beatis.

Jingle Bells (for Xmas)

Nives, glacies, nox, puertia!
Risus decet nunc, decent carmina!
Laetos juvat nos ire per agros!
Traha fert velociter, cachinnemus nos!

Tinniat, tinniat, tintinnabulum! Labimur in glacie, post
mulum curtum! Tinniat, tinniat, tintinnabulum!
Labimur in glacie, post mulum curtum!

While Shepherds Watched Their Flocks (for Xmas)

Dum greges nocte pastores cura custodiunt,
effundens gloriam Dei descendit angelus -
descendit angelus.

Sit Deo magna gloria et sancta terrae pax,
voluntas post has stabilis ubique existat-
ubique existat.

O Little Town of Bethlehem (for Xmas)

O parve vice Bethlehem quam jaces placide.
Te contemplantes deorsum praetereunt stellae.
In viis tamen lucet aeterna sancta lux.
Spes, timores mortalium hac nocte hic adsunt.

Quam tacite, quam tacite id donum datum est.
Eodem modo Deus dat beata nobis tot.
Non possumus sentire adventum at inest
in cordibus eorum qui accipere velint.

The First Noel (for Xmas)

Primus dies angelo dictus pastoribus in campo
pernoctantibus, custodibus ovium agro, gelido,
hiemali sub coelo. Novus dies, novus dies, natus est
Rex, O homines.

Perspexerunt orientem stellam longe conspectantes,
terrae dantem lucem magnam diurnam
constanterque nocturnam. Novus dies, novus die,
natus est Rex, O Homines.

Silent Night (for Xmas)

Silens nox, sancta nox, placida, lucida,
virginem et puerum,
sanctum mollem et tenerum,
somno opprime,
somno opprime.

Adeste Fideles (for Xmas)

Adeste fideles, laeti, triumphantes
venite, venite in Bethlehem,
natum videte Regem Angelorum.
Venite, adoremus. Venite, adoremus. Venite, adoremus
Dominum.

Pro nobis egenum et foeno cubantem
piis foveamus amplexibus.
Sic nos amantem quis non redamaret.
Venite, adoremus. Venite, adoremus, Venite adoremus
Dominum.

4. The teacher may wish to introduce mottoes and sententiae in addition to those given in the Units.

B. Work on Cultural Background

1. If library facilities are available during the class period the class might occasionally meet in the library to do research on particular topics connected with the regular cultural background.

2. The sound films Claudius Boy of Ancient Rome and Life in Ancient Rome: the Family, both of which are in the Instructional Kit, should be shown at various times during the year. If a film is shown during the Unit dealing with the House of the Roman Family the children should be asked to pay close attention to the houses shown in the films and discussion should center on the houses. A similar procedure should be followed in treating the various other Unit themes. In other words, the films should be shown many times rather than only once in the course of the year.

3. The filmstrips included in the Instructional Kit should be used when appropriate. The teacher should instruct the children to pay close attention to themes currently being treated in the Units. Each filmstrip should be discussed in such a way as to integrate it with regular course work.

4. Group work on model building may be used occasionally. The class might be divided into working groups and the children encouraged to bring in materials for model construction. Possible projects include Roman buildings, houses, monuments, togas, tunics, stoles, toys, amphitheaters, carts, theaters, etc. The teacher should be sure that the models are historically accurate. The model building should be connected with the theme of the Unit being presented. Models made available through the Philadelphia Classical Society may serve as examples for the children.

5. Bulletin board work and scrapbook work connected with the cultural themes of the course are other possibilities. Such work should be definite and specific as opposed to vague and general. A bulletin board or scrapbook on a particular subject (e.g., Roman Architecture in Philadelphia) to which children can contribute readily is desirable.

6. Classes should participate as far as possible in those functions of the Philadelphia Classical Society that supplement material covered in this Curriculum Guide and that are suitable for 5th grade children. The Planetarium presentation on mythology and the stars is one such function.

C. Work on English Derivatives

1. The filmstrip "Words Derived from Latin and Greek" in the Instructional Kit should be shown, explained, and discussed.

2. The teacher might wish to prepare derivative crossword puzzles after the children have been taught to read and write derivatives and their roots.

3. If sets of dictionaries are available in the classroom these might be used in place of exposition and questioning by the teacher. The teaching of reading and writing derivatives must precede dictionary work.

APPENDIX II - BIBLIOGRAPHY FOR TEACHER REFERENCE

Praenotandum: This Bibliography for Teacher Reference is in no sense exhaustive. All of the works listed below have proved useful in the preparation of this Curriculum Guide and may be helpful to the teacher.

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